

TEACHING MODELS AND ITS OVERVIEW

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Models of Teaching

From the dictionary meaning, the model is a pattern of something to be made or reproduced and means of transferring a relationship or process from its actual setting to one in which it can be more conveniently studied. In the point of view of teaching, a model of teaching is a plan or pattern that can be used to shape curricula, to design instructional materials and to guide instruction in the classroom and other settings. The most important aim of any model of teaching is to improve the instructional effectiveness in an interactive atmosphere and to improve or shape the curriculum.

Emergence Of Models Of Teaching

Models are prescriptive teaching strategies designed to accomplish particular instructional goals (Eggen Paul, D. et al., 1979). Models differ from general teaching strategies in that models are designed to reach specific goals. The use of models requires an ability to specify precise learner outcomes so that a specific model can be selected to match a particular goal.

A number of models of teaching have been developed by various authors as reported by Joyce and Weil (2004). A model of teaching consists of guidelines for designing educational activities and environments. Models are highly specific teaching strategies designed to accomplish certain goals.

A model of teaching is a description of a learning environment. Models of teaching are really Models of learning. Models of teaching have many uses, ranging from planning curriculum, courses, units and lessons to designing instructional materials - books and workbooks, multimedia programmes and computer assisted learning programmes (Joyce and Weil, 2004).

Teaching Models:

Since the beginning of formal education, attempts have been done to find out the best way to teach. Attempts on this problem have focused on authoritarian versus democratic techniques (Anderson, 1959), discovery-oriented versus expository approaches (Keislar & Shulman, 1966), teacher versus student centeredness (Dunkin & Biddle, 1974) and direct versus indirect approaches to teaching (Peterson & Walberg, 1979).

Models are prescriptive teaching strategies designed to accomplish particular instructional goals. The use of models requires an ability to specify precise learner outcomes so that a specific model can be selected to match a particular goal. A teaching model is a type of blueprint for teaching. The model provides structure and direction to the teachers and it can not dictate all actions taken by a teacher. A teaching model is not a substitute for teaching skills. It is a tool to help the teacher to teach more effectively by making their teaching more systematic and efficient. In other words, a teaching model is a design for teaching within which the teacher uses all skills and insights.

Models of teaching emerged out of the search by Joyce and Weil (1972) to find a variety of approaches or strategies of teaching. Models of teaching are really Models of learning. As we help students acquire information, ideas, skills values, ways of thinking and means of expressing themselves, we are also teaching them 'how to learn'. In fact, the most important long-term outcome of instruction may be the students' increased capabilities to learn more easily and effectively in the future

both because of the knowledge and skill they have acquired and because they have mastered learning processes.

The salient features of models of teaching are:

- (1) It is interactive and participatory in approach.
- (2) Adaptability of innovation should be research based.
- (3) Implement ability is experimentally tried and field-tested.
- (4) Persuasive power is more because of empirical evidence and
- (5) Teacher educator is the delivery agent.

A model of teaching consists of guidelines for designing educational activities and environments. These are meant for creating environments with specifications for constructing learning situations. It may help us to design instructional material and to guide instruction

Functions of Models of Teaching.

The following are the specific functions of a model of teaching or how does a model help the practising teacher in classroom teaching- learning process.

1. Guidance.

A model of teaching serves a useful purpose of providing, in definite terms, what the teacher has to do. By using a model of teaching in a classroom situation, teaching becomes a scientific, controlled and goal directed activity. Thus a model of teaching provides guidance to the teachers as well as students to reach the goal of instruction.

2. Developing Curriculum.

A model of teaching helps in the development of curriculum for different classes and at different levels of education.

3. Specification of Instructional Material

A model of teaching specifies in detail the different types of instructional materials, which are to be used by the teacher to bring desirable changes in the personality of the learners.

4. Improvement in teaching

A model helps in teaching learning process and improves the effectiveness of teaching.

Characteristics of Model of Teaching.

All models of teaching have some common identifiable characteristics as follows.

1. Specific Procedure.

A model of teaching is a systematic procedure to modify the behaviour of learners. They are based on certain assumptions.

2. Specification of learning outcomes

All models of teaching specify the learning outcomes in detail on observable student's performance i.e. what the student will perform, after completing an instructional sequence.

3. Specific of Environment

Every models of teaching specifies in definite terms the environmental conditions under which a student's response should be observed.

4. Criterion of Performance.

A model specifies the criteria of acceptable performance, which is expected from the students. It delineates the behavioural outcomes, which the learner would demonstrate after completing specific instructional sequence.

5. Specification of Operations.

All models of teaching specify mechanisms that provide for students' reaction and interaction with the environment.

Families of Models Of Teaching:

The most comprehensive review of teaching models is that of Joyce and Weil who has identified twenty-four models of teaching which are classified into four basic families based on the nature, distinctive characteristics and effects of the models. These four families are as follows

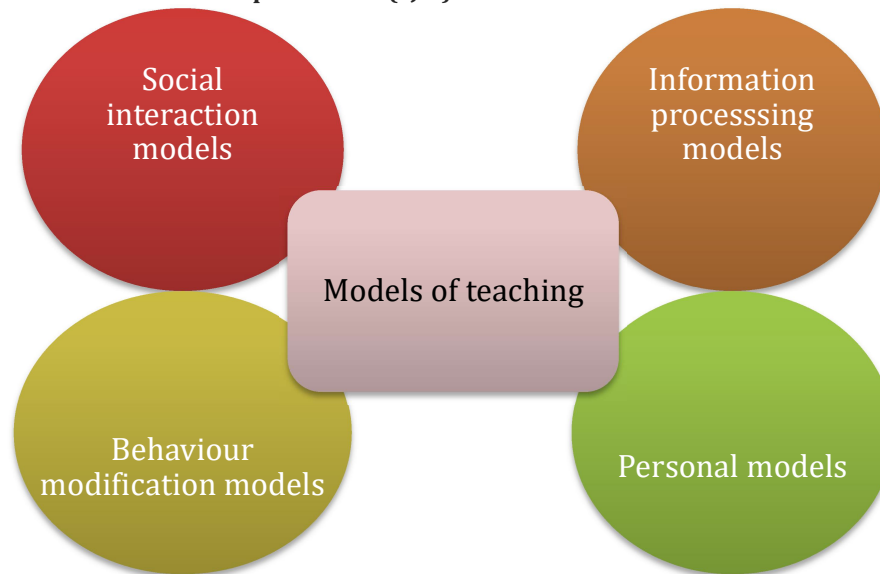


Figure : Models of Teaching

1. The Information-Processing Family

This family of models aims at fostering the information processing ability in the learners. These models help the learners to seek and master information, organize it, build and test hypotheses.

2. The Personal Family

This family of models stresses on personal development of an individual and development of selfhood. They are most concerned with human feelings and emotions and try to move towards the development of an integrated functioning self.

3. The Social Family

One of the main aims of education is to prepare worthy citizens. These models strive to enhance personal and social life so that a democratic social order prevails in the society. These models combine learning and social living.

4. The Behavioral Systems Family

These models emphasize changing external behavior of learners in terms of visible behavior rather than their underlined behavior. Education is aimed at the total development of the child which includes the development of cognitive, affective and

psychomotor domains. Since each model coming under a particular family has its own objective, the teacher has to select the model which is most suitable to realise his/her objective.

Concepts For Describing A Model

To translate a theoretical model into practical teaching form, a set of four concepts are used.

- 1. Syntax:** It is described in terms of sequences of activities which are called phases. Each model has a distinct flow of phases.
- 2. Principles of Reaction:** They guide the teacher's response to the learner; they tell the teacher how to regard the learner and respond to what he does.
- 3. Social System:** It provides a description of the student and teacher role and relationships and the kind of norms that are encouraged. The leadership role of the teacher varies greatly from model to model.
- 4. Support System:** This refers to the additional requirements beyond the usual capacities and technical facilities necessary to be implemented in a model.

Effects of The Models

The description of the effects of model is categorized as the direct or instructional effects and the indirect or nurturant effects. The nurturant effect comes from experiencing the environment created by the model.

Selecting teaching models.

The teacher should view the models of teaching as ways of accomplishing a wide variety of objectives. No single teaching strategy can accomplish every purpose. No single model can be adequate for a teacher who specializes in teaching one subject. Each model is relevant in particular goals. For example, synetics may be used to teach creative writing, non-directive methods help students to develop their own potentialities etc.

Application and Utility of Teaching Models

Teaching models have direct application and utility in making the teaching learning process more effective. The teacher, learner and the subject matter are the main elements, which interact with one another in the teaching-learning process. The models in general emphasizes me or more dimensions of teaching. This can be represented as in figure 2.8. The personal dimension involves the individual's quest for meaning and development; the social dimension, the interpersonal aspects of teaching as well as the obligation to the larger society; and the intellectual dimension relates to the cognitive faculties of an individual.

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