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Research Paper Education

Teaching Strategies : A Model Approach

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ABSTRACT

The present paper highlights the concept of teaching , its dimensions and models. There are several models of teaching given by Bruice Joyce and Marsha Weill, classified into four families of models of teaching like information processing, personal, social, behavior. Each model of teaching consists of different components like syntax, social system, principles of reaction, support system, instructional and nurturant effect and application at the time of selecting the models ,the multidimensional approach has to be considered for the sake effective teaching ,controlling class room situation ,maintaining conducive social environment and attaining behavioural objectives based on bloom's taxonomy of education considering three domains of personality like cognitive, affective and psychomotor

KEYWORDS: Teaching, Model Objective, Effective

Teaching Strategies : A Model Approach

Smith (1961) described that the word "teach" has a long history. From early times it has been associated with the word "Learn", "Learn" comes from middle English "Learnen", meaning to learn or teach 'Lernen' is derived from Anglo-Saxon 'Leornian' the base of which is 'lar' the root of 'lor', 'Lore' originally meant learning or teaching, but is now used to mean that which is taught specially traditional facts and beliefs.

Teachers are products of their present and previous work environments. They are creatures of circumstances. The ways they teach, evolve as strategies to pursue purposes that are important to them. These strategies develop as ways of adjusting to the particular pressures, contingencies and expectations of their environment. Where these pressures are extreme, teachers' strategies can become disperate, a matter of sheer survival. Even in the most favourable circumstances, all teaching is a part of their constructive trade off (sometimes calculated, sometimes routine and taken for granted) between ideal purposes and practical realities. These constructive trade offs, or coping strategies are a key aspects of teaching. The strategy is the art and science of developing teaching learning process in class room situation to achieve desired behavioural objectives of learners at any level of schooling.

Five Dimensions of Classroom Teaching

1. The teacher's control function.
2. Teacher's and students as curriculum decision.
3. Student's role is seeking information
4. Class room organisation to support student interaction.
5. The teacher as Manager of class room communication.

To achieve Bloom's taxonomy of educational objectives, different teaching strategies must be practiced by the teacher. Several educationalists and psychologists implemented Model approaches in the field of teaching learning process in and outside lively classroom situation in dynamic environment of effective social settings. For instance, Flander applied his interaction analysis as a model of teaching and for this approach he categorized the statements of students and teachers into 10 categories. Glazer developed his stripped down model of teaching which after some modification is known as basic teaching model. He categorized instructional material in his model into four components as follows:

1. Instructional objectives
2. The entering behavior of the students
3. Instructional procedure, and
4. The performance and assessment.

Joyce and Weil (1985) stated that 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 class room and other setting. The most important aim of any Model of teaching is to improve the instructional effectiveness through an interactive atmosphere.

A model provides the answers to the four questions :

1. What do we want to know ?
2. How will we describe what we see ?
3. How often will be look ?
4. How many variables will we use at the same time ?

The answer to the first question sets the scope of the model: Is everything in the classroom be explained or just a few things?

The second answer indicates whether our descriptions will be general or specific, broad and detailed.

The third answer indicates the frequency of observation. Will there be several in one second or just one during the year?

The fourth answer is a little more difficult. The human mind can juggle about half a dozen variables sat once with this limitation, there has to be a balance between scope specificity and the number of variables. If the scope is the modest and the variables specific enough to be recognized, then a classroom teacher may be able to use them.

A good model is one that accomplishes its purposes with the fewest limitations. The Model of teaching is to be identified in the continuing flow of behavior, it predicts how those things probably are related and its most important function is to show how all those separate things can be put back together (Dunkin, 1987).

Joyce and Weil (1985) classified different models of teaching into four families. These are information processing, personal, social, and behavioural.

Information Processing :

The models of teaching of this family are concerned with the organization and presentation of verbal and non-verbal symbols in a way that help in the formation of concept, solution of problem, development of social relationship and integrated personality. Some of the important models of teaching are as follows:

1. Inductive Thinking Model by Hilda Taba
2. Scientific Inquiry Model by J. Schwab
3. Concept Attainment Model by J Brunner
4. Advance Organizer Model by David P. Ausubel
5. Cognitive Growth Model by Jean Piaget and
6. Memory Model by Henry Lorayne

Personal :

The models of this family develop the unique personality of the learner. These models pay more attention to the emotional life of the person and also focus on helping individual to develop a productive relationship with their environment. The most important models of this family are :

1. Non-directive teaching Model by Karl Rogers
2. Synectics Model by William Gorden, and
3. Classroom Meeting Model by William Glasser.

Social :

The models of this family aim at the development of social relationship, democratic processes and works productivity in the society they also develop the mind of the learners and induce the learning of academic

subjects. These Models are as follows :
1) Group Investigation Model by Herbert Thalen and John Dewey.
2) Role Playing Model by Shaftel and Shaftel
3) Social Simulation Model by Seren Boocock and Harald Guitzknow.

Behaviour :
The model of this family modify the visible or overt behavior of the learner rather than the underlying psychological structure and unobservable behavior. Each behavior is so designed that success is ensured, the learner actively respond, to the problematic situation and gets reinforcement and feedback. Some of the important models of this family are :
1) Contingency Management Model by B.F. Skinner
2) Stress Reduction Model by Rimm & Masters
3) Self Control Model by B.F. Skinner
4) Desensitization Model by Wolpe

Components of Models of Teaching :
Each model of teaching consists of the following components :

1) Syntax :
Syntax of the Model describes the phases of the model.

2) Social System :
The social system of the model describes the roles of and relationship between the students and the teachers and the norms of the environment which are very important for encouragement of the learners.

3) Principles of Reaction :
Principles of reaction explains the procedure in which the teachers deals with the reactions of the students.

4) Support system :
Support system deals with the use of other teaching aids, human skills, and capacities and technical facilities.

5) Instructional and Nurturant Effect:
Instructional and Nurturant Effect describes the direct and implicit results of instructions.

6) Application :
Application of any Model deals with the further applicability of the model for different curricula and classes.

Selection of Model : A Multidimensional Approach
The teacher should not be dependent on one particular Model for teaching learning process in or outside classroom settings. He or she has to adopt more than one teaching strategies, techniques, and models for effective and dynamic teaching learning process to obtain desired behavioral objectives in terms of cognitive, affective and psychomotor domains of the total personality of the learners at any level of schooling. For instance, if the teacher desires to make the learners able to attains the concepts from the available information he or she has to select the concept 'Attainment Model'. If the teacher designs to organize, correlate and make the meaningful verbal learning. In this situation, advance Organiser Model could be utilized by the teacher.

Some Important Findings :
In India, the research studies of Buddhisagar (1986) Panda (1986), Senapati (1986) and Rajoria (1987) indicated the significant effect of Advance Organizer Model over Traditional Method in terms of achievement of the learners at different level of schooling VIII, IX, X, XI in their respective subjects in science and social sciences. Pandey (1981) found that teaching styles had varying effects. On both the levels of concept attainment as well as total concept attainment. Giving background information encouraged students' participation.

Gangrade (1987) compared the achievement of science of class VIII students taught through combination of concept Attainment Model and Lecture Method with those taught through Traditional Method by taking separately intelligence attitude towards science and previous year achievement in science as covariates the achievement of science of class VIII students thought through combination of CAM and LM with those taught through TM by taking separately intelligence attitude towards science and previous year achievement in science as covariate, studied the contribution of intelligence, attitude towards science etc. on VII and VIII class students of science. He found that the combination of CAM with Lecture Method (LM) was significantly superior to TM in teaching chemistry to class VII students when the groups were matched in respect of intelligence, attitude towards science and previous year achievement in science. The combination of CAM and LM was significantly superior to TM in teaching Physics to class VIII students.

The intelligence was found to be contributing to the extent of 53% to the achievement in science. The total contribution of intelligence, attitude towards science, achievement value anxiety and previous year achievement in science was 74%. Out of which intelligence contribution to the extent of 32% and attitude towards science to the extent of 25.8%. The research studies of Chitriv (1988), Das (1986), Sharma (1986), Gangrade (1987) and Sharma (1987) indicated that concept Attainment Model increased the level of achievement of the students in their respective subjects. CAM also increased the participation level of the students.

Not only in general education and science education but also in teacher education course (Siddiqui, 1993), Concept attainment Model and Advance Organizer Model was experimented and it was found that concept Attaiment Model is best and Advance Organizer Model is effective in terms of participation level of student-teachers in teacher-education course.

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