Research Paper   **Education**

Group Investigation Model of Teaching :Enhancing Learning Level

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ABSTRACT

Group Investigation Model tries to combine in one teaching strategy the form and dynamics of the democratic process with the process of academic inquiry. The model is propounded by Herbert Thelen. Thelen tries to reach for an experienced based learning situation , easily transferable to later life situations and characterized by a vigorous level of inquiry. Thelen started with a conception of a social being a man who builds with other men the rules and agreements that constitutes social reality " . In cooperating to maintain social agreements, each person assists to ascertain both prohibitions and freedom for action. Rules of conduct apply in all areas –religious political, economic and scientific and make a culture of a society. According to Thelen such type of negotiation and renegotiation of the social order is the essence of social process . Thelen's strategy consists of three important .

Concepts as inquiry ,knowledge,the dynamics of the learning group. the model involves these phases: Phase one : Encounter puzzling situation or (unplanned or planned).Phase two: Explore reactions to the situation. Phase three : Formulate study task and organize for study (problem definition, role , assignments, etc .)Phase Four : Independent and Group study Phase Five : Analyse progress and process Phase Six : Recycle activity The application of the model are : to make investigation ,to increase the level of participation,suitable for all age level students,to make inquiry about any problem,to enhance interaction level,to develop decision power ,to develop logical thinking ,to increase critical thinking level ,to develop leadership skills,to enhance communicative skills of the students and the teacher.

Keywords : Group Investigation Model   Learning

Group Investigation Model tries to combine in one teaching strategy the form and dynamics of the democratic process with the process of academic inquiry. The model is propounded by Herbert Thelen. Thelen tries to reach for an experienced based learning situation , easily transferable to later life situations and characterized by a vigorous level of inquiry. Thelen started with a conception of a social being a man who builds with other men the rules and agreements that constitutes social reality " . In cooperating to maintain social agreements, each person assists to ascertain both prohibitions and freedom for action. Rules of conduct apply in all areas –religious political, economic and scientific and make a culture of a society. According to Thelen such type of negotiation and renegotiation of the social order is the essence of social process . Thelen said that "Thus in groups and societies a cyclical process exists ; individuals, interdependently seeking to meet their needs, must establish a social order (and in the process they develops groups and societies) . The social order determines in varying degrees what ideas, values and actions are possible , valid and appropriate, Working within these "rules" and stimulated by the need for rules the culture develops. The individual studies his reactions to the rules and re-interprets them to discover their meaning for the way of life he seeks. Through this quest, he changes his own way of life and this in tern influences the way of life of others. But as the way of life changes, the rules must be revised and new controls and agreements have to be hammered out and incorporated into the social order."

The classroom situation is like big society. The classroom has a social order and a classroom culture. The students of classroom keep themselves conscious about their way of life that develops there, that is, the standards and expectations that becomes established. The teachers should try to maintain healthy social order. The Group investigation Model of teaching replicates the negotiation pattern of society. Bruce

Joyce and Marsha Weil stated that "Through negotiation the students learn the academic domains of knowledge and ultimately they engage in social problem solving. According to Thelen, "one should not attempt to teach knowledge from any academic area without teaching the social process by which it was negotiated".

Thelen discords and keep out the normal classroom order that develops around the basic values of comfort and politeness or of keeping the teacher happy, Rather, the classroom group should take seriously the process of developing a social order. Thelen said, "the teacher's task is to participate in the activities of developing the social order in the classroom for the purpose of orienting it to inquiry and the 'house rules' to be developed are the methods and attitudes of the knowledge discipline to be taught. The teacher influences the emerging social order toward inquiring when he "brings out" and capitalizers on differences in the way students act and interpret the role of investigator –which is also the role of member in the classroom".

The life of students in classroom situation takes the form of a chain of "inquiries". Each and every inquiry begins with a stimulus situation to which students, according to Thelen, "can react and discover basic conflicts among their attitudes ideas and modes of perception on this basis of this information they identify the problem to be investigated , analyze the roles required to solve it organize themselves to take these roles, act, report and evaluate these results. These steps are illuminated by reading, by personal investigation and by consultation with experts. The groups is concerned with its discussion of its own process as related to the goals of investigation.

Thelen's strategy consists of three important .

Concepts as under:
1- Inquiry

2- Knowledge
3- The dynamics of the learning group.

An inquiry is any process that has the aim of augment-ing knowledge, resolving doubt, or solving a problem. A theo-ry of inquiry is an account of the various types of inquiry and a treatment of the ways that each type of inquiry achieves its aim. in·quir·y (n-kwr, nkwr, nkw-r, ng-) also en·quir·y (n-kwr, nkwr, nkw-r)

l. **in·quir·ies also en·quir·ies**
1. The act of inquiring.
2. A question; a query.
3. A close examination of a matter in a search for information or truth.

Synonyms:inquiry, inquest, inquisition, investigation, probe, research These nouns denote a quest for knowledge, data, or truth filed an inquiry about the lost shipment; holding an inquest to determine the cause of his death; an inquisition into her political activities; a criminal investigation; a probe into al-leged police corruption; scientific research.

According to Thelen the concern of inquiry is, "to initiate and supervise the process of giving attention to something, of in-teracting with and being stimulated by other people whether in person or through their writing and of reflection and reor-ganization of concepts and attitudes as shown in arriving at conclusions, identifying new investigations to be undertaken taking action and turning out a better product.

Knowledge is a familiarity with someone or some-thing, which can include facts, information,descriptions, or skills acquired through experience or education. It can refer to the theoretical or practical understanding of a subject. It can be implicit (as with practical skill or exper-tise) or explicit (as with the theoretical understanding of a subject); it can be more or less formal or systematic. In-philosophy, the study of knowledge is called epistemol-ogy; the philosopher Plato famously defined knowledge as "justified true belief." However, no single agreed upon definition of knowledge exists, though there are numer-ous theories to explain it.Knowledge acquisition involves complex cognitive processes: perception, communica-tion, association and reasoning; while knowledge is also said to be related to the capacity of acknowledgment in human beings.The most important goal of inquiry is the development of knowledge, but Thelen utilizes knowledge in a specific way. Knowledge is the application of univer-sals and principles drawn from past experience to present experience. According to Thelen, "knowledge is unborn experience, it is the universals incorporated into the nerv-ous system , it is predisposition to approach the world with inquiry, it is meaningful past experience living within oneself, it is the seed of potential internal reorganization through which one keeps in touch with the changing world. Knowledge lies in the basic alternative orientations and the proposition through which new orientations can be built. "

Now the question in this , "why should inquiry takes place in groups? "With the application of scientific method, inquiry involves emotional aspects . Emotions arise from involvement and growing self-awareness, the seeking of personal mean-ing and the affect that accompanies conscious reflection behaviour. Thelen provides views for a learning situation as "one which involves the emotions of the learner". The group is both an area for personal needs as individuals deals with their anxieties, doubts, and private desires and an instrument for solving social problems. The social aspects of group investi-gation give a route , therefore to disciplined academic inquiry.

Thelen says that a "teachable group" is a essential condi-tion for any productive group investigation. The investigation group consists of ideally about ten to sixteen students. This group is suitable for both the diversity of reactions and indi-vidual participation.

Model of Teaching :
Model of teaching consists of several steps such as syntax, social system, principles of reaction support system, applica-tion, instructional and nurturant effects. Syntax of the model involves the following phase:

Phase one :
Encounter puzzling situation or (unplanned or planned).

Phase two:
Explore reactions to the situation.

Phase three :
Formulate study task and organize for study (problem defini-tion, role , assignments, etc .)

Phase Four : Independent and Group study
Phase Five : Analyse progress and process
Phase Six : Recycle activity

Social System :
The social system is very democratic. The experiences of the group are involved. Decisions are made on the basis of justification and verification. The teacher makes all the activities within the boundaries and in relation to the phenomena identified by him. The group activities cold be done with the help of minimum infrastructure. Students and teacher have equal status except for role differences.

Principles of Reaction :
The teacher in group investigation plays significant role as counselor, consultant and friendly critic. The teacher guides and reflects the group experience over three levels as under :
1. The problem solving or task level What is the nature of the problem? What are the factors involved ?
2. The group management level.
   What information do we need now ?
   How can we organize ourselves to get it ?
3. The level of individual meaning
   How do you feel about these conclusions ?
   What would you do differently as a result of knowing about?

At the same moment, the teacher should do the follow-ing :
(1) Facilitating the group processes.
(2) Intervening in the group to channel its energy into poten-tially education activities.
(3) Supervising these educative activities so that personal meaning comes from the experience.

The intervention by the teacher must be minimum unless the group bogs down seriously.

Support system :
The support system for group investigation appropriate and fulfils the need of the students. First class library well equipped with books and other infrastructure with multimedia. The students must be motivated to investigate and to contact resource people belong to outside school.

Application :
The application of the model are as under :
1. To make investigation.
2. To increase the level of participation
3. Suitable for all age level students.
4. To make inquiry about any problem
5. To enhance interaction level
6. To develop decision power
7. To develop logical thinking
8. To increase critical thinking level
9. To develop leadership skills
10. To enhance communicative skills of the students and the teacher.

Instructional and Nurturant Effects :

The following figure shows the instructional and nurturant effects :
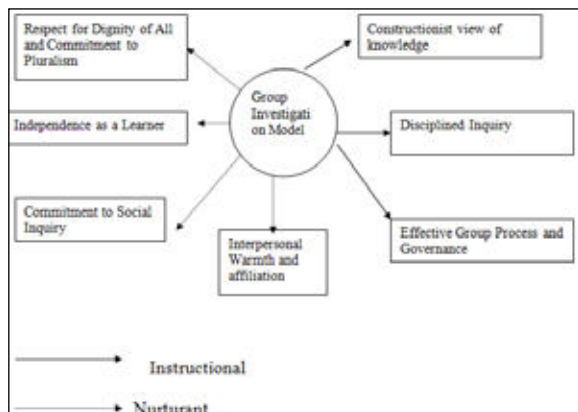
<div style="border:1px solid black; padding:4px;">REFERENCES</div>

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