Models of Teaching: The Way of Learning

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Abstract:

Models of Teaching have been defined in a number of ways. Some of the important definitions of teaching models are given here to have a wider perspective of this concept. Allen and Rayn (1969): Modeling is an individual demonstrating particular pattern which the trainee learns through imitation. Baundura (1969): Modeling demonstrates that virtually all learning phenomena resulting from direct experiences can occur on a vicarious basis through observation of other person's behavior and its consequences for them B.K. Passi L.C. Singh and D.N. Sanasnwal (1991): A model of teaching consists of guidelines for designing educational activities and environments. Model of teaching is a plan that can also be utilized to shape courses of studies to design instructional material and to guide instruction. Educators and psychologist have designed several types of teaching models which provide suitable guidelines to the teachers for modifying the behavior of the learners. As a matter of fact some if the models of teaching have been in existence since time immemorial. In simple language a model of teaching may be defined as a blueprint designed in advance for providing necessary structure and direction to the teacher for realizing the stipulated objectives.

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1. Introduction

Since education is meant for all round development of the personality of the child, on single model could be selected. We may be required to employ several models according to the requirement of the situation, that is if some information is to be given, models of the information family would be required; if creativity is to be developed in the child; the Synectic Model would be needed; if the objective is to be eliminate anxiety and stress, the Desensitization Model would be needed; and if development of social skills is the objective, the group Investigation Model would be required.

The selection of a model can also be done in consideration of curriculum requirements. For example, a biology teacher may need the Inductive model of Hilda Taba and the Concept Attainment Model of Brunner, while a social studies teacher who proposes to teach about values would need the Role Playing Model for Fannie Shaftel and George Shaftel, which motivates to inquire into personal and social values. Some situations would require into personal and social values. Some situations would require an application of a combination of models. In the social studies class, the teacher may have the Inductive Thinking Model to help children master map skills and the Group Investigation Model for discussing social issues.

2. Sources of Models of Teaching

Four important sources from which all the models of teaching have been derived are given below:

1. **The Information Processing Sources:** The model of this category emphasizes the use of specific strategies within academic disciplines which lead to the development of creativity and general intellectual ability of learners.

2. **The Social Interaction Sources:** The model of teaching of this category emphasizes the important of social relationship of the person and are based on the assumption that social relation is the vehicle of education

3. **The Personal Sources:** Personal and emotional life of the individual and their internal organization as it affects relationship with this environment are the sources of this category of models.

4. **Behavior Modification as a Source:** The operant conditioning theory built by B.F. Skinner is the origin of this type of model which is purely a psychological model and is used in most of the teaching strategies developed in the last two decades.

2.1 Social Interaction Model

Social Interaction Model stresses the relationship of the individual to the other persons and to the society.

Social Interaction models are instructional methods used by teachers in the classroom to facilitate group work. It is a student centred teaching approaches that allows students to interact with each other in a structured on task manner. In this strategy, students take on the role as a facilitator of content by helping their peers construct meaning. The students are allowed to question, reflect, reconsider, get help and support, and participate in group discussion. The three most common strategies include group project, group discussion, and cooperative learning. These interactions normally occur face-to-face but are not limited to this type of interaction with the assistance of online tools and technologies. The stages of instruction using the social interaction models begin with an introduction lead by the instructor. The learners than break into groups, and the instructor continues to monitor and assess teams and their work. Finally, the teams conclude with their results/findings.

2.2 Theoretical Origins of Social Interaction Models

Dewey stated, Social interaction learning is dependent on student to student interaction. John Dewey not only believed that social interaction stimulates learning but it also is how we begin to learn. He believed that social interaction furnished the material needed for a child to begin his education.

"I believe that knowledge of social conditions, of the present state of civilization, is necessary in order properly to interpret the child's powers. The child has his own instincts and tendencies, but we do not know what these mean until we can translate them into their social equivalents. We must be able to carry them back into a social past and see them as the inheritance of previous race activities. We must also be able to project them into the future to see what their outcome and end will be".

Further supporting the effectiveness of social interaction theory Dewey believed "true education comes through the stimulation of the child's powers by the demands of the social situation in

which he finds himself." Social interaction depends on social demands, student to student assessment.

Albert Bandura studied the behaviour of individuals and their reactions. Bandura was most famous for his research on Social Cognitive Theory, which states that one may learn from observing a model. In one experiment, Bandura studied people with herpephobics, the fear of snakes. The herpephobic observed an actor deal with their fear when he removed the snake and placed it over their legs. Knowing that this was an actor performing, the herpephobic goes through the routine and eventually model the behaviour and overcomes his fear. In another study, Bandura videoed a young woman punching and yelling phrases such as "sock a roo" to a weighted blow up punching bag that looked like Bobo the Clown. He then showed a video to young children. Later he put the children in a room with a punching bag. They modelled the phrases and punching blows from the woman in the video. Bandura's findings resulted in the social learning theory.

2.3 Social Interaction Strategies
Social interaction strategies begins with and introduction of the topic/objectives by the instructor. The students then transition into teams by a predetermined method. The instructor must continue to monitor teams so they stay on task and for assessing purposes. The groups must then produce their findings. Within social interaction the instructor facilitator and student take on specific roles. The instructor must explain the concept topic and organize the group. The process and rules of working as teams will need to be taught and reviewed to build team skills and group cohesion. During the process, the instructor must provide content focus and review. Interaction must be student to student. Students must be active and responsible for their learning, both acting as a facilitator and learner. Students will be able to explain content to one another as well as the entire class. The team working skills of compromise, negotiation, and motivation are used during the learning process.

3. Steps to implementing Social Interaction
1. Introduction of concept by facilitator
2. Students group into teams.
3. Students negotiate, compromise, and explain concepts to another while facilitator monitors.
4. Students assess their work.
5. Students present findings.

3.1 Social Interaction and Technology
Today's classroom is not limited to the traditional school. Technology enhanced learning and compressed video classrooms are becoming more popular as these machines make the internet and video conferencing more convenient, financially friendly, and easier to assess. Since the Social Interaction Method depends on the students to interact with one another, this is where technology comes in. Discussion boards and chat rooms are some examples that allow for the social contact of students while using technology. The teachers can then monitor students, promote on task behaviours, and help students through e-conversations. A main source of technology these days is the Internet and the unlimited amount of information we get from it. The Internet, e-mail, blogs, and any website you can think of, keeps us connected and learning without even having to come to class.

3.1.1 Advantages and Disadvantages of Social Interaction Teaching Strategies

Social Interaction Models can be advantageous to teachers for many reasons. These models are student cantered so they engage a higher level of thinking. Because the method is student cantered it promotes meaningful learning. It can be beneficial to students that work well in a cooperative setting, and can be used to promote leadership, team work and problem solving skills. This strategy is most beneficial to students that work well in a cooperative environment rather than a competitive one. Some students are able to learn more efficiently and be more motivated when working together with their peers rather than by themselves. Because students work together in groups they learn to use leadership as well as problem solving skills. They also learn to work together as a team to produce a desired outcome.

Social Interaction Models have some notable disadvantages. The process of social interaction is time consuming. The focus on the process of the model may make it difficult to reach all content objectives. The process of social interaction should be taught explaining rules, responsibilities and procedures. Group dynamics may also inhibit student learning. Some students may not participate while others take on the full project. Handicaps students may find it difficult to participate. The instructor should make sure to consider their student make-up so as not to limit physical and social handicaps. Instructors must consistently monitor group behaviour to maintain on task behaviours.

3.1.2 Different types of Social Interaction Models

There are different types of social interaction models from which a few follows
  1. Jurisprudential inquiry
  2. Group investigation
  3. Social inquiry
  4. Laboratory method
  5. Role playing
  6. Social inquiry
  7. Social stimulation

3.2 Jurisprudential Inquiry Model

The chief exponents of this model are Donald Olive and James P. Shaver. The chief goal of this model is to teach the Jurisprudential frame of reference as a way of thinking about and resolving social issues. Oliver, D., and Shaver, J. P. (1966/1974) created the jurisprudential inquiry model to help students learn to think systematically about contemporary issues. This model is to help students relearn/unlearn their positions on important legal, ethical, social, educational issues through intellectual debates.

3.2.1 Jurisprudential Inquiry Model: How It Works?

•Debate Team Discussion Time (15 min.)
•Introduction of a Topic by Debate Leader (10 min.)
•Debate (60 min.)
•Debriefing Time (30 min.)
•Questions (20 min.)

3.2.2 Student Evaluation Methods

1. Debate Participation:
a. Weekly Self-Evaluation of the quality of their performance on a debate based on the rubric.
b. The purpose of self-evaluations to help students improve the quality of their next debate.
2. Becoming a Debate Leader:
a. Introducing a topic in the beginning of the debate with brief background information.
b. Asking clarifying questions to each party for further elaboration.
c. Providing concluding remarks at the end of the debate with a brief summary of the debate.
3. Epiphany of Learning (2 Reflective Papers)
a. Students write about their experience of epiphany of learning, an "a-ha" moment.
b. Students write about their own example of how they exercise their phrones is and how it leads to their praxis in their own classrooms.

3.2.3 Analysis of Student Learning

Weekly self-evaluation notes from students helped the instructor understand how and how much they were learning, what concerns they had, and how they wanted to improve their debate. This, in turn, helped the instructor consider how to guide their learning throughout the semester.

In the beginning of the semester, students' reflections showed that they were not familiar with the jurisprudential inquiry model and thought that they did not express themselves.

4. The Group-Investigation Model

The chief exponents of this model are Herbert Thelem and John Dwey. It is designed for the development of skills for participation in democratic social process through combined emphasis on interpersonal skills and academic inquiry skills. The Group-Investigation model is conceived as progressing through a sequence of six steps:

1. Selection by group members of specific subtopics within a general problem area usually delineated by the instructor. Group members organize into small (2-6) member task oriented and heterogeneous groups. Students scan sources, propose questions, and sort them into categories. The categories become subtopics. Students join the group studying the subtopic of their choice (Key component here is INTRINSIC MOTIVATION).
2. Cooperative planning by students and instructor of specific learning procedures, tasks, and goals consistent with the subtopics of the problem selected in Step 1. Group members plan their investigation cooperatively; they decide what they will investigate, how they will go about it and how they will divide the work among themselves
3. Group members carry out their plan formulated in Step 2. Learning should involve a wide variety of activities and skills, and should lead students to different kinds of sources both inside and outside the school. Instructors closely follow the progress of each group and offer assistance when needed. Group members gather, organize, and analyse information from several sources. They pool their findings and form conclusions. Group members discuss their work in progress in order to exchange ideas and information and to expand, clarify, and integrate them.
4. Pupils analyse and evaluate information obtained during Step 3, and plan how it can be summarized in some interesting fashion for possible display or presentation to the rest of the class.

5. Some or all of the groups in a class then give a presentation of the topics studied in order to get their classroom peers involved in each other's work, and to achieve a broad perspective on the topic. The instructor coordinates the group presentations. Presentations are made to the class in a variety of forms. The audience evaluates the clarity and appeal of each presentation, as well as the professional quality of the presentation.

6. Evaluation by classroom peers and instructor of each group's contribution to the work of the class as a whole, in cases where groups pursued different aspects of the same topic. Evaluation can include either individual or group assessment, or both. Evaluation includes assessment of higher level thinking processes.

5. Social Inquiry

The chief exponents of this model are Byren Massialas and Benjamin Cox. It is designed for the development of social problem solving primarily through academic inquiry and logical reasoning.

5.1 Description

A model that engages exploration and reflection about authentic social problems, controversies, or dilemmas, and which guides students through stages of inquiry, research/evidence-gathering, analysis and reflection for the purpose of resolving, solving, taking a position on the social issue, or drawing conclusions about hypotheses related to the social issue.
The teacher generally is the initiator of inquiry and guides it from phase to phase in order to explore or solve a problem.

A model that guides students in examining their assumptions, beliefs; in evaluating their biases, prejudices, or attitudes "through self-reflection and critical debate" to identify how they influence "perceptions of others and their understanding of the world."
Might be thought of as the "social science inquiry model" or "critical inquiry/reconstruction model" in the teaching of social studies, but some authors are more rigorous in their definitions and meanings.

5.2 Phases

This model consists of six phases:
1. General statement of a problem
2. Development of hypothesis
3. Definition of terms in the hypothesis
4. Examination and exploration of hypothesis for logical validity
5. Collecting evidences for verification of hypothesis
6. Generalization or statements about solution of the problem

5.3 Social System

The teacher's role is the initiation of inquiry; open discussion; students are responsible for developing hypothesis etc. The teaching is structured

5.4 Support System

Open ended library resources and access to expert opinions. Leisurely problem solving.

6. Conclusion

It may be noted that all the models are not mutually exclusive. We find that characteristics of one model apparent in some other models. Further, we find that information processing models, besides focussing on the development of intellectual skills and the acquisition of content, are also concerned with the development of social relations. Besides, some interaction models emphasise also personal development of the individual.

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