MODELS OF TEACHING

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Abstract

Schools and classes are communities of students brought together to explore the world and learn how to navigate it productively. We have great hopes for these little units of our society. We hope their members will become highly literate, that they will read omnivorously and write with skill and delicacy. We hope they will understand their social world, be devoted to its improvement, and develop the dignity, self-esteem, and sense of efficacy to generate personal lives of high quality. These aspirations are central to the study of teaching and guide the research that has resulted in a rich array of models of teaching. These models are the work of teachers who have beaten a path for us and hacked out some clearings where we can start our inquiries.

Keywords *– Models of Teaching, Information Processing Family, Concept Attainment*

Introduction

Education continuously builds ideas and emotions. The flux of human consciousness gives the process of education its distinctive character and makes teaching and learning such a wondrous, ever-changing process, as thoughts and feelings are built and rebuilt. The children come to school filled with words that exist in their memories of listening and speaking and experience the transformation of the words and all they mean into reading and writing. The words will never be the same again, for they take on a new dimension. Where they could be heard before, they are now seen as well. Where they could be produced before as sounds, they can now be written down. The fundamental reality of the words continues, nonetheless, to being the minds of those children, but something important has and that happening is the property of each unique mind. The teacher brings those changes to the children by arranging the learning environments and providing tasks that generate those new realities. The realities, however, are possessions of the minds of the children

Models of teaching are really models of learning.

As we help students acquire information, ideas, skills, values, ways of thinking, and means of ex- pressing 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. How teaching is conducted has a large impact on students' abilities to educate themselves. Successful teachers are not simply charismatic and persuasive presenters. Rather, they engage their students in robust cognitive and social tasks and teach the students how to use them productively. For example, although learning to lecture clearly and knowledgeably is highly desirable, it is the learner who does the learning; successful lecturers teach students how to mine the information in the talk and make it their own. Effective learners draw information, ideas, and wisdom from their teachers and use learning resources effectively. Thus, a major role in teaching is to create powerful learners. The same principle applies to schools. Outstanding schools teach the students to learn. Thus, teaching becomes more effective as the students progress through those schools because, year by year, the students have been taught to be stronger learners. We measure the effects of various models of teaching not only by how well they achieve the specific objectives toward which they are directed (for example, self-esteem, social skill, information, ideas, creativity) but also by how well they increase the ability to learn, which is their fundamental purpose. Students will change as their repertoire of learning strategies increases, and they will be able to accomplish more and more types of learning more effectively.

Role playing is included next because it leads students to understand social behavior, their role in social interactions, and ways of solving problems more effectively. Designed by Fanme and George Shaftel (1982) specifically to help students study their social values and reflect on them, role playing also helps students collect and organize information about social issues, develop empathy with others, and attempt to improve their social skills. In addition, the model asks students to "act out" conflicts, to learn to take the roles of others, and to observe social behavior. With appropriate adaptation, role playing can be used with students of all ages.

JURISPRUDENTIAL INQUIRY

 As students mature, the study of social issues at community state, national, and international levels can be made available to them. The jurisprudential model is designed for this purpose. Created especially for secondary students in the social studies, the model brings the case-

study method, reminiscent of legal education, to the process of schooling (Oliver and Shaver, 1966, 1971; Shaver, 1995). Students study cases involving social problems in areas where public policy needs to be made (on issues of justice and equality poverty and power, for example). They are led to identify the public policy issues as well as options available for dealing with the mand the values underlying those options. Although developed for the social studies, this model can be used in any area where there are public policy issues, and most curriculum areas abound with them (ethics in science, business, sports, and so on).

THE INFORMATION-PROCESSING FAMILY

Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them. Some models provide the learner with information and concepts, some emphasize concept formation and hypothesis testing, and still others generate creative thinking. A feware designed to enhance general intellectual abiity Many information processing models are useful for studying the self and society, and thus for achieving the personal and social goals of education.

INDUCTIVE THINKING

The ability to analyze information and create concepts is generally regarded as the fundamental thinking skill. The model presented here is an adaptation from the work of Hilda Taba (1966) and of many others (Schwab, 1965; Tennyson and Cocchiarella, 1986) who have studied how to teach students to find and organize information and to create and test hypotheses describing relationships among sets of data. The mode! has been used in a wide variety of curriculum areas and with students of all ages—it is not confined to the sciences. Phonetic and structural analysis depends on concept learning, as do rules of grammar. The structure of literature is based on classification. The study of communities, nations, and history requires concept learning. Even if concept learning were not so critical in the development of thought, the organization of information is so fundamental to curriculum areas that inductive thinking would be a very important model for learning and teaching school subjects.

MNEMONICS (MEMORY ASSISTS)

Mnemonics are strategies for memorizing and assimilating information. Teachers can use mnemonics to guide their presentations of material (teaching in such a way that students can easily absorb the information), and they can teach devices that students can use to enhance

their individual and cooperative study of information and concepts. This model also has been tested over many curriculum areas and with students of many ages and characteristics. We include variations developed by Pressley, Levin, and Delaney (1982), Levin and Levin (1990), and popular applications by Lorayne and Lucas (1974). Because memorization is sometimes confused with repetitious, rote learning of obscure or arcane terms and trivial information, people sometimes assume that mnemonics deal only with the lowest level of information. That is by no means true. Mnemonics can be used to help people master interesting concepts, and in addition, they are a great deal of fun.

ADVANCE ORGANIZERS

During the last 35 years this model, formulated by David Ausubel (1963), has become one of the most studied in the information-processing family. It is designed to provide students with a cognitive structure for comprehending material presented through lectures, readings, and other media. It has been employed with almost every conceivable content and with students of every age. It can be easily combined with other models—for example, when presentations are mixed with inductive activity.

SYNECTICS

Developed first for use with "creativity groups" in industrial settings, synectics was adapted by William Gordon (1961 a) for use in elementary and secondary education. Synectics is designed to help people "break set" in problem-solving and writing activities and to gain new perspectives on topics from a wide range of fields. In the classroom it is introduced to the students in a series of workshops until they can apply the procedures individually and in cooperative groups. Although designed as a direct stimulus to creative thought, synectics has the side effect of promoting collaborative work and study skills and a feeling of camaraderie among the students.

Conclusion

In the process of education, the educators design the environment with which the student will interact. If the transaction between the student and the environment is productive, learning results. And it is the student who does the learning. Teachers learn, too, but here we are concerned with the objective of the whole enterprise: the education of the young and the adult novice. The learner does this by constructing knowledge. Knowledge lives in the consciousness of the minds that inhabit the planet, and those minds have a life of their own. The education game evolves differently from games played with material objects. When one of us throws a Frisbee to another, the Frisbee that is caught is the same Frisbee that was

thrown, or at least most of us will agree to that, pending the outcome of metaphysical inquiry Education differs greatly from a giant game in which chunks of knowledge are thrown, like Frisbees, and are caught pretty much as they left the thrower

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