

MODELS OF TEACHING: CONCEPT, COMPONENTS AND FAMILIES

INTRODUCTION

The core of the process of teaching is the arrangement of environments within which the students can interact. Teaching is a social process, which aims at maximizing learning. It is an intriguing, important and complex process. But teaching and learning is not related to each other in a bipolar manner. It means where there is teaching, there is learning but where there is learning it is not necessary that it is result of teaching. The learning may be due to some other factor. This is the reason that learning theories have been proved unsuccessful in solving teaching problems. Teaching theories are needed all the time to solve teaching problems. Teaching models cannot be a substitute of teaching theory but they can work as a hypothesis for propounding teaching theories in future.

A model of teaching is a plan or pattern that can be used to design face-to-face teaching in classrooms or tutorial settings and to shape instructional materials. They guide the teacher to design instruction to help students achieve various objectives. Teaching models are the basis and first step for the indoctrination of the theory of teaching. In every model, such situations are created in which there are interaction of pupils, causing the achievement of the objective by bringing about changes in the behaviour. Students learn by interacting with those environment and they study how to learn. Models of teaching enable the students to engage in robust cognitive and social task and teach the student how to use them productively. Hence they are specific instructional plans, designed according to the concerned learning theories. It thus provides a comprehensive blue print for curriculum to design instructional materials, planning lessons, teacher pupil roles, supporting aids and so forth.

DEFINITIONS OF A TEACHING MODEL

1. **B.R Joyce:** Teaching models are just instructional designs. They describe the process of specifying and producing particular environmental situations that cause the students to interact in such a way that those specific changes occur in their behaviour.
2. **Paul D Eggen et al:** Models are prescriptive teaching strategies designed to accomplish particular instructional goals.
3. **N.J Jangira and Ajit Singh :** A model of teaching is a set of interrelated components arranged in a sequence which provides guidelines to realize specific goals. It helps in designing instructional and environmental facilities carrying out of these activities and realization of the stipulated objectives

CONCEPT OF MODELS OF TEACHING

From the dictionary meaning the model is a pattern of something to be made or reproduced. Models in general are miniature representatives that summarize data or phenomenon and thus act as an aid to comprehension. They are like reproductions of reality. They are an analytical approach to a meaning that reduces the complexity of direct experience to a more limited scope of human comprehension. Models of teaching

are in fact models of learning. As teachers help students to acquire information, ideas, skills, values, ways of thinking and means of expressing themselves, they also teach them how to learn. They are prescriptive teaching strategies designed to accomplish particular teaching goals. When a teacher identifies a goal, selects a particular strategy designed to attain that goal, we can say that he is using a model approach.

Simply put, models deal with the ways in which learning environments and instructional experiences can be constructed, sequenced, or delivered. They may provide theoretical or instructional frameworks, patterns, or examples for any number of educational components — curricula, teaching techniques, instructional groupings, classroom management plans, content development, sequencing, delivery, the development of support materials, presentation methods, etc.

PURPOSES OF TEACHING MODELS

Teaching Models serve the following purposes:

1. It helps a teacher to develop his capacity to teach and create conducive and appropriate environment learning.
2. It can present a real and practical outline of teaching and thus give a practical shape to learning situations.
3. To select suitable stimulus so that the students may respond in desired manner .
4. To specify teaching strategies to achieve desirable educational objectives by analyzing the interaction in the classroom situations.
5. It helps to modify or redesign existing methods and instructional delivery so that emerging or altered instructional techniques may meet the needs of today's students.
6. To help to modify the teaching strategies and tactics if expected changes in the behavior do not occur.
7. It helps to formulate a theory of teaching.
8. To help gain needed insights into why some methods work with some learners, while others do not.

FUNDAMENTAL ELEMENTS OF A TEACHING MODEL

The fundamental elements of a model of teaching are as follows:

- * **Focus or orientation**
- * **Syntax**
- * **The Social System**
- * **Principles of Reaction**
- * **The Support System**
- * **Application of the Model**
- * **Instructional and Nurturant Effects**

Now lets discuss these elements in detail one by one.

A. Focus or Orientation

Focus describes the goals and objectives of the model, the theoretical assumptions, the principles and major concepts underlying the model. It is the central theme of what we

want to achieve after the completion of the teaching and to achieve the terminal behavior. It gives descriptions of the environment also.

B. Syntax

The syntax describes the model in action. It is described in terms of sequences of activities called phases. Each phase has a distinct flow of phases. It indicates the shape of the activities that specify educational aspects of teaching. The syntax helps the teacher how to begin and proceed further. In this element, teaching strategies and techniques are selected and their sequence is determined in such a way that suitable learning situation may be created and objectives are achieved.

C. The Social System

This aspect describes the teacher and student's roles and their inter relationship within the classroom and outside it. The leadership roles of the teacher vary greatly from one model to another. The teacher may be a reflector or a facilitator of group activity in some models or a counselor of individuals or a taskmaster in other models. In some models the teacher is the centre of activity or passive organizer and pacer of the situation or the student can be at the centre.

D. Principles of Reaction

It tells us about the nature of interaction between the teacher and the learners. It tells us how to regard the learner and how to respond to what the learner does. The teacher shapes the behavior of the students by providing stimuli and tunes into the students resulting in appropriate responses to what the students does.

E. Support System

This component is used to describe the supporting conditions necessary to attain the goal of the teaching model. It describes the additional equipment beyond the usual human skills, capacities and technical facilities. E.g. Books, films, self-instructional systems, travel arrangements, etc.

F. Applications of the Model

Application is very important in every teaching model. It describes the application aspects of the model. Some models are developed for specific purpose whereas some may have wider general applications. It may help the learner to apply the learnt things in other situations.

G. Instructional and Nurturant Effects

The description of the effects of models can validly be categorized as the direct or instructional effects and the indirect as nurturant effects. The instructional effects are those directly achieved by leading the learner in certain directions. The nurturant effects come from experiencing the environment created by the model. For instance, a model that emphasizes on academic discipline can also emphasize obedience to authority.

CLASSIFICATION OR FAMILIES OF THE MODELS OF TEACHING

Joyce, Weil and Showers(1992) found that models of teaching are in abundance. Educationists, psychologists, sociologists, systems analysts, psychiatrist and many others have developed them. Models of teaching range from simple, direct procedures that enable to get immediate results to complex strategies that student acquire gradually with patience and skillful instructions. Joyce and Weil (1980) selected models of teaching from an enormous list of models. In their views, they constitute a basic educational repertoire, which helps in accomplishing most goals of learning. They have been grouped into four families that represent distinct orientations towards people and how they learn.

The four families are as follows:

- 1.Information Processing Models**
- 2.Personal Models**
- 3.Social Interaction Models**
- 4.Behaviour Model**

Let's now study them one by one.

1. Information Processing Models

This has been defined as the ways and approaches that people handle stimuli from the environment, organize data sense problems, generate concepts and solutions to problems and employ verbal and non-verbal symbols. It helps the students learn how to construct knowledge. As the categorical title obviously implies, models confined to this category deal with intellectual development, powers of reasoning and logic, aiding students in organizing and retaining information, and in enhancing their metacognitive functions. Primary examples designated in this area of might be David Ausubel's *Advanced Organizers*, or Jerome Bruner's *Concept Attainment* models.

2. Personal Models

This model focuses on the personal development of the individuals and helps them to develop positive relationship with the environment. They are concerned with human feelings and emotions. This group of approaches acknowledges the uniqueness of each learner. Methods in this category foster the importance of individuals in creating, directing, and structuring personal meaning. Also models in this area are often targeted to foster things like self-esteem, self-efficacy, emotional and personal understanding and acceptance. Carl Roger's *Non-directive Teaching Model* and Self –Actualization by Abraham Maslov would be a good examples for this group.

3. Social Interaction Models

The models in this family capitalize on our nature as social creatures to further learning and to expand our ability to relate productively to one another. When we work together we generate collective energy that we call 'synergy'. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, 'classroom management' is a matter of developing cooperative relationships in the classroom. This group of methods aims at building learning communities and purports to develop productive ways of interacting in a democratic setting. These models also emphasize that human learning occurs in social settings and through modeled behaviors and social exchanges. It helps students learn how to sharpen their own cognitions through interactions with others. The Schaftel's Role Playing Model is one of the more popular models in this group. Donald Oliver's The Jurisprudence Model also exemplifies a form of social learning.

4.Behavioural Models

The models in this family are used in a wide variety of applications, from teaching information, concepts and skills, increasing comfort and relaxation and decreasing phobias, changing habits and learning to control one's behaviour. These models concentrate on observable behavior and clearly defined task and on communicating progress to the student. Behavioural techniques are amenable to highly structured outcomes that concentrate on observable objectives such as learning to read, physical skills, behavioral and emotional adaptations and restructuring. These models are highly

structured with finite goals toward specific pre-determined ends. B. F. Skinner is one of the more well know developers of behavioral techniques like his *Operant Conditioning*. Anxiety reduction by David Rinn, Joshep Wolpe and John Masters is another example.

IMPORTANCE OF TEACHING MODELS

Teaching models have many advantages. It can be used for specific objectives such as:

- 1.They help the teacher to select appropriate teaching techniques, strategies and methods for the effective utilization of the teaching situation and material for realizing objectives.

- 2.They help in bringing about desirable changes in the behaviour of learners.

- 3.They the teacher in creating favorable situation for carrying teaching process.

4. Teaching model helps in achieving some specific objectives.

5. They help in the curriculum or contents of a course.

6. They stimulate the development of new educational innovations.

7. These models help to establish teaching and learning relationship empirically.

CONCLUSION

Models are prescriptive teaching strategies designed to accomplish particular instructional goals. Though the development of teaching models is still in its infancy stage, a lot is needed to work in this direction. A teacher must develop his own teaching model to help him to organize effective teaching and to bring out the best in his teaching. Teaching models are the paradigms or hypotheses of teaching and help to formulate theories of teaching. It may be also useful in developing social efficiency, personal abilities and behavioral aspects of the students, thus improving human relation and raising the standard of education. For maximum effect, models are used in combinations. They are used to teach process with process the core outcome of using a model of teaching is that students learn how to reason in a certain fashion. The overarching thinking skills are metacognitions.

Thus, Models of Teaching are very effective teaching strategies, which are meant for transacting specific topic to students. The nature of the topic, presentation method and classroom environment will direct the teacher to select a particular model for teaching the concerned topic. Hence they can implement the models of teaching in their professional life and make wonders in their classroom interactions.

Objectives

The main objectives of this module are to acquaint the students about the :

- i) definitions of teaching models;
- ii) concept of teaching models;
- iii) purposes of teaching models;
- iv) fundamental elements of a teaching model;
- v) classification or families of the models of teaching ; and
- vi) importance of teaching models

GLOSSARY

1. **Learning:** Learning is a process involving changes occurring over a relatively short period of time which enable the learner to respond more adequately to the situation.
2. **Behaviour:** Learning behaviour emphasizes on the crucial connection of the learner and the teacher and the instructional materials. The interaction of these three elements will produce gainful learning.
3. **Focus:** Focus is the central aspects of a teaching model. The objectives of teaching constitute the focal point of the model and every teaching model is based keeping in mind the focal point. It is the central aspect of any teaching model.
4. **Curriculum:** Curriculum is a plan for action or written document that includes strategies for achieving desired goals or ends. It includes all the learning experiences offered to all the learners under the direction of the school.
5. **Task oriented Models:** These are those models that attempt to list all necessary development tasks that must be performed. These models tend to stress the specific steps rather than the broader perspective of change.
6. **Components:** The components are the various parts of a teaching model. It is the basic division in any model i.e. instructional objectives, entering behavior, instruction procedure and assessment of the performance.
7. **Instructional Objectives:** Instructional objectives are those that students should attain upon completion of a unit of instruction. It may be general, specific or in behavioral terms.
8. **Synergy:** Energy that is the result of collective working of a group. For example, classroom management is the result of cooperative relationships in the classroom between a teacher his students and the content matter to be taught. There needs to a harmony between these three variables to bring about the perfect synergy.
9. **Entry behaviour:** Entry behaviour is the pre-requisite intellectual knowledge. It will help to evaluate the students' competency prior to the lesson.
10. **Learning:** Learning is the most pivotal part in education. The main aim of education is to produce desired changes in the behaviour of the learner. This desired changes could be brought about easily and effectively through appropriate teaching strategies.

FAQs

1. What is a model of teaching?

Ans: 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 setting.

2. What are the four families of the models of teaching?

Ans: According to Joyce and Weil, the four families of the models of teaching are information processing, personal, social and behavioural.

3. What are teaching strategies?

Ans: Teaching strategies are methods used to help students learn the desired course and enable them to develop achievable goals in the future. It helps to use available learning methods and to get optimum output with the given inputs.

4. Can teaching models help to modify the behaviour of learners?

Ans: Yes, the teaching models can effectively help to modify the behaviour of learners by making the instructions more effective.

5. Are learning styles fixed?

Ans: Learning styles are not fixed, but they are flexible and should be employed for best results.

5. What does the instructional procedure do?

Ans: The instructional procedure helps the teacher to guide the learner from entry behaviour to terminal behaviour.

6. What are the elements of the teaching model?

Ans: The elements of model of teaching are syntax, social system, principle of reaction and support system.

7. Are teaching models the only way to bring about learning?

Ans: Models of teaching can work wonders in the hands of experienced teachers but in no way they are masters. Only under good control it can be used for the attainment of various teaching objectives.

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