

Models of Teaching

CONCEPT ATTAINMENT MODEL

Meaning of teaching models (Models of Teaching)

View of Paul Eggan and Others: “Teaching models re prescriptive teaching strategies designed to accomplish particular teaching goals.”

View of Joyce and Weil: They have given three meanings of teaching models:

(i) “Teaching models are just instructional designs. They describe the process of specifying and producing particular environmental situations which cause the student to interact in such a way that specific change occurs in his behavior.” (1972)

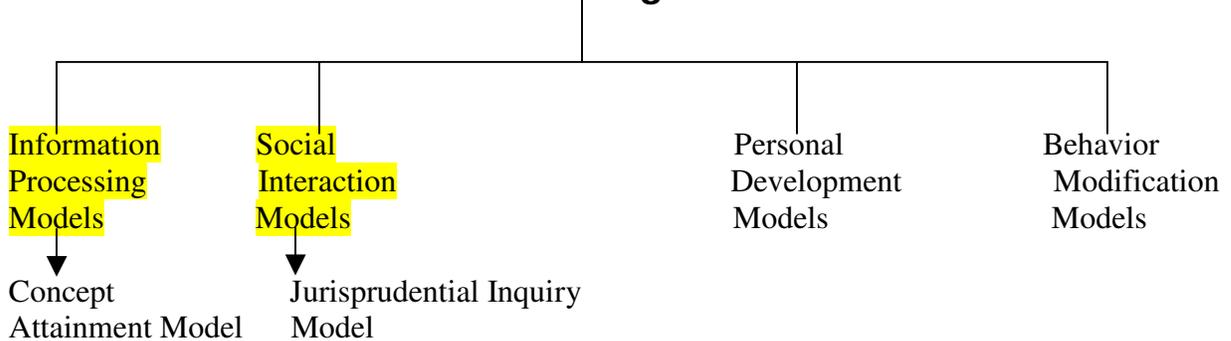
(ii) Teaching model is a “pattern or plan which can be used to shape a curriculum or course, or select instructional materials and to guide a teacher’s actions.” (1972) Models are designed to attain specific goals. When a teacher identifies a goal, selects a particular strategy designed to attain that goal, we can say that he is using model approach.

(iii) “A model of teaching consists of guidelines for designing educational activities and environments. It specifies ways of teaching and learning that are intended to attain certain kinds of goals.”

View of N.K. Jangira: “A model of teaching is a set of inter-related components arranged in a sequence which provides guidelines to realize specific goal. It helps in designing instructional activities and environmental facilities, carrying out of these activities and realization of the stipulated objectives.” (1983)

H. C. Wyld, “To confirm in behavior, action and to direct one’s action according to some particular design or ideal.”

Families of Teaching Models



Fundamental Elements of a Teaching Model:

1. Focus
2. Syntax
3. Social system
4. Principles of reaction
5. Support system
6. Application

CONCEPT ATTAINMENT MODEL (CAM)

CAM was developed by *J.S.Bruner, J.Goodrow and George Austine in 1956*.The model emerged out of the study of thinking process in human beings. It is based on the assertion that a human being is endowed with the capacity to discriminate and to categorize things in groups. This model is used for teaching concepts to the students. It enables them to understand fully the similarities and relationship among various things of the environment.

Concept Attainment Model in terms of Elements:

1. Focus: The main focus of the model is to develop inductive reasoning of the students. Bruner and his associates orient their work for the description of a process by which the students discriminate the attribute of the things, persons, events and place them into categories. The students are also taught about the concept which is of great use to them in order to live successfully in different life situations.
2. Syntax: Structure of the model has the following four phases.
 - ❖ Presentation of data
 - ❖ Analysis of hypothesis
 - Formation of hypothesis
 - Teacher reaction
 - Rejection or confirmation of hypothesis
 - ❖ Closure
 - ❖ Practice
3. Principle of reaction: Immediate check of wrong answers and acceptance of right answers is a must.
4. Social System: The teaching situation is moderately structured. The teacher has to control all actions of the class-room, but reasonable freedom is given for discussion within different phases of teaching.
5. Support system: The lessons require concepts which can be arranged so that concept may be drawn from the material.
7. Application: Concept attainment model is very useful in teaching the concepts through inductive reasoning.

Effects of C.A.M.

JURISPRUDENTIAL INQUIRY MODEL

(Learning to think about social policy)

The model belongs to the Social Family

By Donald Oliver and James Shaver(1971)

Assumptions:

- ❖ Social values legitimately conflict with one another.
- ❖ Negotiations of Difference can help to resolve complex and controversial issues.
- ❖ A skillful citizen is like a competent judge. He/She listens to the evidence, analyzes the legal positions taken by both sides, weighs these positions and the evidence assess the meaning provisions of the law and finally make the best possible decision.
- ❖ To play the role; three types of competencies are required:
 - (1) Familiarity with values
 - (2) Skills for clarifying and resolving issues
 - (3) Knowledge of contemporary political and public issues.

SYNTAX

Phase One: Orientation to the case

- ❖ Teacher introduces materials
- ❖ Teacher review facts

Phase Two: Identify the issues

- ❖ Students synthesize facts into policy issues
- ❖ Students select one policy issue for discussion
- ❖ Students identify values and value conflicts
- ❖ Students recognize underlying factual and definitional questions

Phase Three: Taking positions

- ❖ Students articulate a position
- ❖ Students state basis of position in terms of social value and consequences of decisions

Phase Four: Exploring the stance(s), patterns of argumentation

- ❖ Establish the point at which the value is violated
- ❖ Provide the desirable or undesirable consequences
- ❖ Clarify one value conflict with analogies
- ❖ Set priorities. Assert priority of one value over another

Phase Five: Refining and Qualifying the position

- ❖ Students state positions and reasons for positions and examine number of similar situations
- ❖ Students quality positions

Phase Six: Testing factual assumptions behind qualified positions

- ❖ Identify factual assumptions and determine if they are relevant
- ❖ Determine the predicted consequences and examine their factual validity (will they actually occur)

The six phases of JIM can be divided into:

Analysis (Phases 1, 2, 3)

Argumentation (Phases 4, 5, 6)

SOCIAL SYSTEM

Teacher begins the task and then students take over. The social climate is vigorous and abrasive but in a non threatening manner.

PRINCIPLES OF REACTION

- (1) Maintain a vigorous intellectual climate
- (2) Respect all views and avoid direct evaluation of student opinions
- (3) See that issues are thoroughly explored
- (4) Probe for relevance, consistency, specificity, generality, definitional clarity and contunity.
- (5) Avoid taking a stand
- (6) Maintain dialectical style.

SUPPORT SYSTEM

Sourced documents that focus on a problem situation.

EFFECTS OF JIM

