UNIT-II

TEACHINGMODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamincox's social inquiry, Carl Roger's Non-directive and William Gordon's Synectics models.

Bloom's Mastery Learning

Bloom's Mastery Learning, also known as Mastery Learning, is an educational approach developed by educational psychologist Benjamin Bloom in the 1960s. It focuses on ensuring that students achieve a deep understanding of a subject before moving on to more advanced material. Here are the key aspects of Bloom's Mastery Learning:

1. **Goals and Objectives**: Mastery Learning begins with clearly defined learning objectives or goals. These goals are broken down into specific skills or knowledge that students are expected to master.

2. **Individual Pacing**: Unlike traditional classroom settings where all students move at the same pace, Mastery Learning allows students to progress individually. Each student proceeds through the material at their own pace, ensuring that they achieve mastery before moving on.

3. **Formative Assessment**: Continuous assessment is a fundamental component of Mastery Learning. Teachers regularly assess student progress through quizzes, tests, or other methods to identify areas where students are struggling.

4. **Feedback and Remediation**: Based on formative assessment results, teachers provide targeted feedback to students. If a student does not demonstrate mastery, they receive additional instruction and opportunities to practice until they achieve mastery.

5. **Summative Assessment**: Once students have shown mastery of the material, they take a summative assessment. This assessment evaluates whether students have achieved the learning objectives set at the beginning.

6. **Flexibility and Differentiation**: Mastery Learning encourages flexibility and differentiation in teaching methods. Teachers may use various instructional strategies and resources to support students with different learning styles and needs.

7. **Retention and Application**: Mastery Learning emphasizes long-term retention and the application of knowledge. By ensuring students achieve deep understanding and mastery of foundational concepts; they are better prepared to apply their knowledge in new contexts.

Therefore Bloom's Mastery Learning is designed to enhance learning outcomes by focusing on understanding, mastery, and retention of essential knowledge and skills. It promotes a more personalized approach to education, catering to the individual learning needs of students and ensuring they have a solid foundation before progressing to more complex topics.

Skinner's Operant Training

Skinner's Operant Conditioning, often referred to as Operant Training or Behaviorism, is a psychological theory developed by B.F. Skinner that focuses on how behaviors are learned and reinforced through their consequences. Here are the key aspects of Skinner's Operant Training:

1. **Operant Conditioning**: Skinner's theory is based on the idea that behaviors are influenced by their consequences. Behaviors that are reinforced (rewarded) are more likely to be repeated, while behaviors that are punished or not reinforced are less likely to be repeated.

2. **Reinforcement**: Reinforcement plays a central role in Operant Conditioning. It can be positive (adding a stimulus to increase the likelihood of a behavior) or negative (removing a stimulus to increase the likelihood of a behavior). For example, giving a treat to a dog when it sits (positive reinforcement) or stopping nagging when a child cleans their room (negative reinforcement).

3. **Punishment**: Punishment is another aspect of Operant Conditioning. It involves the presentation of an aversive stimulus (positive punishment) or the removal of a pleasant stimulus (negative punishment) to decrease the likelihood of a behavior. For instance,

scolding a child for misbehaving (positive punishment) or taking away a toy as a consequence of misbehavior (negative punishment).

4. **Skinner's Box (Operant Chamber)**: Skinner developed experimental chambers, often called Skinner boxes, to study operant conditioning in controlled settings. These chambers allowed researchers to systematically study how organisms (often animals like rats or pigeons) learn behaviors through reinforcement or punishment.

5. **Schedules of Reinforcement**: Skinner identified different schedules of reinforcement, including continuous reinforcement (reinforcing a behavior every time it occurs) and partial reinforcement (reinforcing a behavior intermittently). Partial reinforcement can be based on fixed schedules (e.g., reinforcement after a fixed number of responses) or variable schedules (e.g., reinforcement after a variable number of responses).

6. **Behavior Modification**: Skinner's principles have been widely applied in behavior modification techniques. These techniques are used to change behaviors in individuals or groups through reinforcement, punishment, or shaping (gradually guiding behaviors toward a desired outcome).

7. **Critiques and Applications**: Skinner's theories have been influential in psychology, education, and even aspects of everyday life. However, they have also been critiqued for potentially oversimplifying human behavior and cognition, neglecting internal mental processes, and focusing too much on external factors.

Skinner's Operant Conditioning emphasizes how behaviors are shaped by their consequences. By understanding these principles, educators, psychologists, and others can design interventions to encourage desired behaviors and discourage undesired ones through appropriate use of reinforcement and punishment.

Jerome Bruner's Concept Attainment Theory

Jerome Bruner's Concept Attainment Theory focuses on how individuals learn and acquire concepts. It is grounded in cognitive psychology and emphasizes the active construction of knowledge by learners. Here are the key aspects of Bruner's Concept Attainment:

1. **Discovery Learning**: Bruner advocated for discovery learning, where learners actively discover and construct their own understanding of concepts. This approach contrasts with traditional methods where knowledge is transmitted passively from teacher to student.

2. **Scaffolding**: Bruner emphasized the importance of scaffolding, where teachers or more knowledgeable peers provide support and guidance to learners as they develop new concepts. Scaffolding involves providing prompts, cues, and explanations that help learners build on their existing knowledge and abilities.

3. **Modes of Representation**: Bruner proposed different modes of representation to facilitate learning. These include enactive (learning through action and manipulation), iconic (learning through visual images), and symbolic (learning through language and abstract symbols). He argued that learners should be exposed to concepts through multiple modes to enhance understanding.

4. **Concept Attainment**: Bruner developed the concept attainment model as a teaching strategy. In this model, learners are presented with examples and non-examples of a concept. Through a process of comparing and contrasting these examples, learners infer the defining characteristics of the concept.

5. **Cognitive Development Stages**: Bruner suggested that cognitive development occurs in stages, with each stage building upon earlier stages. These stages include the enactive stage (learning through actions), the iconic stage (learning through visual images), and the symbolic stage (learning through language and abstract symbols).

6. **Instructional Design**: Bruner's theory has implications for instructional design. It suggests that educators should design learning experiences that actively engage learners, provide meaningful contexts for learning, and offer opportunities for exploration and discovery.

7. **Critiques and Impact**: Bruner's ideas have had a significant impact on education and cognitive psychology. Critics have noted challenges in applying discovery learning universally, as it may not always be efficient or effective for all learners. However, his emphasis on active learning, scaffolding, and multiple modes of representation continues to influence educational practices and curriculum development.

Bruner's Concept Attainment Theory hence highlights the importance of active engagement, scaffolding, and multiple modes of representation in the process of learning and acquiring concepts. It provides educators with strategies to facilitate meaningful learning experiences that promote deeper understanding and cognitive development in learners.

Ausubel's Advance Organizer

David Ausubel's Advance Organizer is a teaching strategy designed to help facilitate learning by providing a framework of what students will be learning before they engage with new material. Ausubel, a cognitive psychologist, believed that organizing new information in relation to what students already know helps them make meaningful connections and enhances learning retention. Here are the key aspects of Ausubel's Advance Organizer:

1. **Definition**: An advance organizer is an introductory material presented before the main content, outlining key concepts, relationships, and organizational structure of the upcoming material. It serves as a cognitive framework that helps students grasp and integrate new information more effectively.

2. **Purpose**: The primary purpose of an advance organizer is to activate relevant prior knowledge that students already possess. By linking new information to existing cognitive structures, students can better understand and retain the material.

3. **Structure**: Advance organizers typically present a general overview of the upcoming content. They may include key terms, concepts, and relationships between concepts. They can be presented in various forms such as outlines, concept maps, diagrams, or verbal explanations.

4. **Cognitive Load**: Ausubel argued that presenting an advance organizer reduces cognitive load by providing a mental framework for organizing new information. This allows students to focus on understanding the specifics and nuances of the content rather than trying to grasp its overall structure from scratch.

5. **Integration with Subsumption Theory**: Ausubel's theory of meaningful learning involves the concept of subsumption, where new information is integrated into existing cognitive structures (or "cognitive maps"). Advance organizers facilitate this process by priming these structures before new information is presented.

6. **Effectiveness**: Research has shown that well-designed advance organizers can enhance learning outcomes by helping students organize and integrate new information more effectively. They are particularly beneficial when the material is complex or when students have varying levels of prior knowledge.

Ausubel's Advance Organizer is a valuable instructional strategy that aims to enhance learning by preparing students mentally for new material. By activating prior knowledge and providing a structure for understanding, advance organizers support meaningful learning and improve retention of information.

Glaser's Basic Teaching (Classroom Meeting)

Herbert Glaser's work on "Basic Teaching" primarily focuses on instructional strategies and techniques that aim to enhance the effectiveness of teaching and learning in the classroom. Glaser, along with his colleagues, developed a framework that emphasizes practical, research-based approaches for teachers to improve their instructional practices. Here are the key aspects of Glaser's concept of Basic Teaching:

1. **Instructional Objectives**: Glaser emphasizes the importance of clearly defined instructional objectives. Teachers should articulate specific learning outcomes they intend to achieve through their teaching. This helps guide lesson planning and ensures that teaching activities are aligned with desired learning outcomes.
2. **Instructional Strategies**: Glaser advocates for using a variety of instructional strategies to engage students and cater to different learning styles. Effective teachers are able to employ techniques such as direct instruction, cooperative learning, inquiry-based learning, and problem-solving approaches based on the needs of their students and the content being taught.
3. **Feedback and Assessment**: Providing timely and constructive feedback to students is crucial for promoting learning and growth. Glaser suggests that teachers should continuously assess student progress and understanding through both formal and informal

assessments. This allows teachers to adjust their teaching strategies and provide additional support as needed.

4. **Classroom Management**: Effective classroom management is another cornerstone of Glaser's Basic Teaching. This includes establishing clear expectations and routines, maintaining a positive and supportive learning environment, and addressing behavioral issues promptly and effectively.

5. **Professional Development**: Glaser emphasizes the importance of ongoing professional development for teachers. Continuous learning and reflection on teaching practices enable educators to stay updated with research-based strategies and refine their instructional skills over time.

6. **Student-Centered Approach**: Glaser promotes a student-centered approach to teaching where the focus is on actively engaging students in their own learning. This involves encouraging critical thinking, problem-solving, and collaborative learning among students.

7. **Reflective Practice**: Reflective practice is integral to Glaser's concept of Basic Teaching. Teachers are encouraged to regularly reflect on their teaching experiences, analyze the effectiveness of their instructional strategies, and make adjustments based on feedback and student outcomes.

Glaser's Basic Teaching framework provides a comprehensive approach to effective teaching that emphasizes clarity in instructional objectives, flexibility in instructional strategies, continuous assessment and feedback, strong classroom management, and ongoing professional development. By adopting these principles, educators can enhance their teaching effectiveness and create positive learning experiences for their students.

Carl Rogers' Non-Directive Model

Carl Rogers' Non-Directive Model, also known as Client-Centered or Person-Centered Therapy, is a humanistic approach to psychotherapy and counseling. Developed in the mid-20th century, it emphasizes the importance of the therapeutic relationship and the client's capacity for self-direction and personal growth. Here are the key principles and components of this model.

Key Principles

1. **Unconditional Positive Regard**: The therapist provides the client with unconditional positive regard, accepting and respecting the client without judgment or evaluation. This creates a safe and supportive environment for the client to explore their thoughts and feelings.

2. **Empathy**: The therapist demonstrates empathetic understanding by actively listening to the client and reflecting their feelings and thoughts. This helps the client feel understood and validated.

3. **Congruence**: The therapist is genuine and authentic, not hiding behind a professional facade. This honesty fosters trust and openness in the therapeutic relationship.

4. **Self-Actualization**: Rogers believed that every individual has an inherent tendency towards growth and self-actualization. The therapist's role is to facilitate this natural process by providing a conducive environment.

Components of the Model

1. **Client-Centered Approach**: The therapy focuses on the client's perspective and experiences. The client is considered the expert on their own life, and the therapist acts as a facilitator rather than an authority figure.

2. **Non-Directive Stance**: The therapist avoids directing the course of therapy, instead allowing the client to lead the conversation. This empowers the client to explore their own issues and solutions.

3. **Reflective Listening**: The therapist uses reflective listening techniques to mirror the client's emotions and thoughts. This helps the client gain deeper insights into their own experiences.

4. **Focus on the Here and Now**: The therapy emphasizes the present moment rather than delving deeply into the past. The goal is to help the client understand and address their current feelings and behaviors.

5. **Therapeutic Relationship**: The quality of the relationship between therapist and client is considered crucial for effective therapy. A strong, trusting relationship is the foundation for the client's growth and self-discovery.

William Gordon's Synectics models

William Gordon's Synectics model is a problem-solving approach that leverages creativity to generate innovative solutions. Developed in the 1960s, Synectics emphasizes the importance of making connections between seemingly unrelated ideas and fostering a collaborative environment for creative thinking. Here are the key principles and components of the Synectics model:

Key Principles

1. **Making the Strange Familiar and the Familiar Strange**: This principle involves looking at familiar problems in new and unfamiliar ways, and viewing strange or novel ideas as if they were familiar, to break conventional thinking patterns.
2. **Analogical Thinking**: Synectics encourages the use of analogies and metaphors to bridge gaps between different domains and stimulate creative insights. This helps participants see problems from multiple perspectives.
3. **Emotional Involvement**: Emotional engagement is seen as crucial for creative problem solving. Participants are encouraged to express their emotions and intuitions, as these can lead to deeper understanding and innovative ideas.
4. **Group Dynamics**: Collaboration and interaction within a group are essential. The model leverages diverse viewpoints and the synergy of group dynamics to enhance creativity.

Components of the Model

1. **Problem Statement**: The process begins with clearly defining the problem or challenge that needs to be addressed. A well-defined problem sets the stage for focused creative efforts.
2. **Preparation and Warm-Up**: Before tackling the problem, participants engage in exercises to stimulate creative thinking and build a conducive atmosphere. This might include brainstorming sessions or creative games.
3. **Generating Analogies**:
   - **Direct Analogies**: Drawing parallels between the problem and a similar situation in a different field.

- o **Personal Analogies**: Participants imagine themselves as part of the problem or as elements within the problem to gain new perspectives.
- o **Symbolic Analogies**: Using abstract symbols or metaphors to represent aspects of the problem and exploring their implications.
4. **Developing Solutions**: Through guided discussions and collaborative efforts, the group explores the analogies generated and works towards developing innovative solutions to the problem.
5. **Refinement and Evaluation**: Ideas generated are refined and evaluated based on feasibility, effectiveness, and alignment with the original problem. This step may involve iterative cycles of feedback and improvement.

The Synectics model has been praised for its ability to unlock creative potential and produce out-of-the-box solutions. Its effectiveness lies in its structured yet flexible approach, which encourages divergent thinking and leverages the collective intelligence of a group