

Preface

Throughout recent decades and their cycles of educational reform, the collection of teaching methodologies has been growing. Many teachers have used these methodologies and the models derived from them for many years, perhaps without knowing the names given to them by pedagogues. Excellent teachers discovered that these methodologies were effective in certain situations and, therefore, used them repeatedly. Educational researchers have observed these successful teaching practices, related them to earlier writings in educational research, and given them names, along with synthesized applications and procedures. The focus and purpose of this book is to introduce many of these models, strategies, and methods to new generations of teachers.

To draw an analogy, ancient archers created many different types of arrows to meet various challenges and circumstances. When one type of arrow failed to satisfy the archer's purpose, he or she would craft a different one, better suited to the need. Each arrow had its purpose, whether or not it had a distinctive name. This book can be a quiver for today's excellent teachers. It is not necessarily designed to be read cover to cover as entertainment. Rather, it was created to serve much like the archer's quiver, containing examples of different options among which the expert teacher might select when making the major decisions related to designing classroom learning experiences. The book includes a table of contents and an index to serve in quickly finding information desired so that it might be applied creatively within the teacher's planning process.

Professionally aware teachers may not recognize some of the names and terms described herein, but they will certainly recognize most of the procedures as elements in their commonsense collection of pedagogical arrows, arrayed in the quiver, awaiting the teacher's selection for just the right instructional target.

These models constitute a basic repertoire for schooling. With them, we can accomplish most of the common goals of schools. They also represent a broad range of approaches to education. They reflect many of the major philosophical and psychological orientations toward teaching and learning, including some that are highly controversial and should be used judiciously.

These models have long histories of practice and have been refined through experience. They are adaptable to the learning styles of students and adjustable to subject matter variance. Bruce Joyce and Marsha Weil (2000) have presented

deep and insightful research on them for several decades. To help teachers understand how to apply each model directly, four key ideas are presented by which the models may be analyzed and compared.

Describing the Models

- 1. The Plan:** The section on the *plan* describes the stages or elements of the model in action. Sequenced activities make up the *elements*. Each model has a distinctive flow of elements.
- 2. Structure of the Learning Climate:** The discussion of *necessary structure* describes student and teacher roles and relationships and the norms that are encouraged. It also reveals the degree of structure necessary in the learning environment.
- 3. Teacher/Learner Interaction:** *Teacher/learner interaction* suggests how teachers are to regard learners and how they would best respond to what learners do.
- 4. Outcomes:** Finally, the section on *outcomes* describes how both instructional and nurturing outcomes are achieved as teachers lead learners in certain directions.

These four concepts can be viewed as a way of communicating the basic procedures involved in implementing any instructional model.

Teaching continues to be viewed as an art, although an increasing scientific knowledge base is developing to support and transmit successful practice. Teachers should see the models of teaching in this book as ways of accomplishing a wide variety of purposes. No single teaching methodology can accomplish every purpose. Wise teachers master a sufficient repertoire of strategies to deal with any specific learning problems they encounter. Preservice teachers might master four or five of the more dependable and accepted models as a beginning repertoire, including one model from each family. Master teachers, of course, will be able to call up and use many more. The most creative educators, however, rarely limit their repertoires to only what exists. They use available models as stimulators to their own creativity, rather than as recipes. In many lessons, faced with the complex needs of many classroom situations, the most effective teachers integrate two or more models.

The terms *model*, *strategy*, *method*, and *methodology* are often used interchangeably in discussions of teaching. In this book, however, these terms are used with the following precise meanings.

Some Important Terms

Model: a standardized pattern for lesson organization

Strategy: a particular approach to or application of a given model

Method: a specific application of one or more models blended into a lesson or unit, or a series of lessons or units, targeted to specific students with specific needs

Methodology: the collection of teaching methods that a teacher tends to use consistently and repeatedly over time

On the following pages, we consider several models, strategies, and methods of teaching. We begin by setting the stage with standards for effective teaching. These standards are emerging across the country as a formalization of more than 30 years of research about effective teaching and learning. The “effective schools” research, begun back in the 1970s, has been a foundation for all ensuing efforts to reform, restructure, redefine, or recreate the process of teaching and learning in formal public schools across North America.

Effective schooling is not possible without effective classroom management. Classroom management is presented in Chapter 2 as a means of expressing wise, loving, and nurturing care for students in the school. It is not a mere process of manipulating class members but of serving them according to their needs. This section offers students of teaching a number of creative ideas and approaches related to managing flow of activity and the highly important task of holding students to account for their conduct in the classroom.

In Chapter 3, we discuss how to design learning and emphasize the importance of *teaching to an objective* or outcome. The chapter also discusses the roles played by goals, objectives, and activities when planning for teaching. We describe the *General Model for Teaching*, which is designed to include all teaching methods of most teachers in most circumstances.

Chapter 4 introduces the *behavioral models* and a method that integrates several of them:

- Direct instruction
- Mastery learning
- Advance organizer
- Practice theory
- Memory model
- Mastery lecture method

The *information-processing models* make up Chapter 5. These are:

- Concept construction
- Concept attainment
- Synectics

In Chapter 6, several key *inquiry* models are presented:

- Inquiry training
- Scientific inquiry

- Socratic inquiry
- Social science inquiry

The chapter also describes questioning strategies for inquiry teaching. As teachers plan lessons—including their questioning strategies—more thoroughly, their lessons become more successful. We suggest the more thorough planning that teachers can do to prepare the questions they will pose in lessons.

Chapter 7 discusses the *social models*:

- Group investigation
- Cooperative learning
- Peer practice
- Role playing
- Simulations
- Nondirective teaching
- Clarification committees

Chapter 8 discusses the writing process. Types and categories of writing are presented, along with a thorough discussion of holistic scoring of written work. Chapter 9 synthesizes several of the model components and elements into strategies applied to teaching youngsters with special needs. Chapter 10 proceeds to student assessment and grading strategies. The intent of this section is for teachers to develop and understand their *philosophy* for grading and evaluating student work. Chapter 11 helps readers draw all the ideas together, creating something called the *blended model method* and a well-developed plan for instruction.

In many chapters, sample lesson plans are provided, not as lessons to be taken to a classroom and taught, but as examples to show how a model, strategy, or method has been artistically and scientifically applied.

The thrust of this book is to empower you, the creative teacher, to apply these components artfully, as you scientifically go about the process of planning for and delivering instruction to the most important people in the world—the students whose futures have been *entrusted to you!*