

# Models of Teaching

## Workshop Focus

Models of teaching are usually discipline-specific. As an example, we know that the “scientific method” is a process of asking questions and following through with scientific investigations and observations to arrive at new knowledge. The same goes for the jurisprudential model in law: A legal problem or dilemma is stated, which is resolved through a prescribed process of argument.

The point here is that models of teaching support different teaching and learning strategies. Most faculty do not think in terms of models of teaching; they simply teach as they were taught and, by default, use that model of teaching.

Consider these statements:

- Teaching model = teaching technique/strategy/procedure
- Teaching model = mode of learning

The question: Is it beneficial for faculty to learn about and apply other teaching models in their teaching practice?

For the focus of this workshop, we will consider the following 5 models. Below each model is a snapshot of the model’s intention and, where appropriate, the procedural aspects of the model.

### Jurisprudential Model

This model is based on a conception of society in which people differ in their views and priorities, and in which social values legitimately conflict with one another. Resolving complex, controversial issues within the context of a productive social order requires citizens who can talk to one another and successfully negotiate their differences.<sup>1</sup>

1. Orientation to the case
2. Identifying the issues
3. Taking a position
4. Exploring the stance underlying the position taken
5. Refining and qualifying the position
6. Testing assumptions about facts, definitions, and consequences.

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### Social Inquiry Model

1. Raises awareness of societal and political issues
2. Investigates personal and societal values
3. Promotes critical and reflective thinking skills
4. Requires authentic controversy
5. Promotes respect for dignity

Model Phases (general example only):

1. Orientation or sensitization to problem
2. Hypothesis to guide inquiry
3. Definition - Clarifying and defining terms
4. Explore logical validity of hypothesis
5. Gather and reconcile facts related to hypothesis
6. Generalizations, solutions, conclusions

### Constructivist Model (Comprised of many models)

- The learner builds on prior knowledge and understanding to construct new knowledge and understanding from authentic experience.
- Students are encouraged to:
  - explore possibilities
  - invent alternative solutions
  - collaborate with others students
  - try out ideas
  - test hypotheses
  - revise thinking patterns

1. Problem-based learning
2. Cooperative learning
3. Authentic learning
4. Reciprocal learning
5. Inquiry learning
6. Situated learning
7. Anchored instruction
8. Case-based instruction
9. Cognitive apprenticeship
10. Generative learning
11. Discovery learning
12. Open learning

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**Synectics Model** (Creativity as a conscious, intellectual process)

- Brainstorming
- Thinking out of the box
- Promotes creative thinking
- Uses metaphors and analogies to promote the creativity
- Turns logical into illogical and illogical to logical

Strategy:

1. Describe it
2. Students suggest analogies
3. Students become analogy
4. Compressed Conflict
5. Another analogy
6. Go back to original problem

**Scientific Inquiry Model**

1. Problem statement
2. Hypothesis
3. Experimental design
4. Data collection
5. Analysis and interpretation of data
6. Drawing conclusions
7. Extension

References:

1 Joyce, B.; Weil & Showers (1972). Models of Teaching. Allan and Bacon.

2 <http://www.ncrel.org/sdrs/areas/issues/content/cntareas/science/sc5model.htm>