APPENDIX J: Teaching Models.

Identify which teaching models are used in this course. Estimate how often each have been used throughout the time period of the course. Place an X in the first blank space if the model is used. Use the following indicators for how often the model is used by placing a 1, 2, or 3 in the second column of blank spaces:

**Memory**–The lesson uses mnemonics as organizers to assist in recall of unorganized information

**Progressive Part Method**–The lesson focuses on a fixed content or list of limited complexity. The context is repeated progressively, building toward the top and dropping away the bottom

**Advance Organizer**–The lesson is related to material from previous lessons (expository) and principles in the same level (comparative). Teachers use concept, theories, and generalizations to anchor knowledge. Organizer is presented at beginning and lesson content is linked to organizer.

**Lecture**–The lesson is “teacher” centered with the teacher providing information and making connections.

**Reciprocal Teaching**–After clearly focusing on content, student groups discuss the content and then generate study questions, summarize, and clarify.

**Mastery Learning**–The lesson is broken down into a variety of components. As students master each component, they are tested, and when they pass the test, they go on to the next component.

**Cooperative Learning**–The lesson breaks students into work groups. In these groups, students complete tasks. The groups may use another model to do their work.

**Graphic Organizers**–This model uses visual charts, displays, etc. to help organize the flow of the lesson activity.

**Concept Attainment**–The lesson contains examples that are and are not representative of the concept. Students compare them,

create a hypothesis of the concept. Students identify other examples as either matching the concept or not. More examples are generated and the group reaches consensus on the concept.

**Concept Formation**–During the lesson students are asked to identify and enumerate information related to the concept as it is demonstrated. The concepts are grouped into categories with common attributes. This works well with loosely defined attributes.

**Concept Presentation**–The lesson gives students the attributes of “simpler” concepts. They are told the concept.

**Conceptualization**–The lesson requires the students to combine and analyze the relationships of concepts. This process is then used to solve problems.

**Inductive Thinking**–Students learn information and concepts through the act of classification. They gather and classify information to build and test hypotheses. From the results of their experiments, students develop hypothesis generalizations about the situation or idea.

**Deductive**–The lesson presents generalizations and examples. From these generalizations, the individual idea or situation is learned.

**Inquiry**–Students are presented with a problem or puzzle. They then create questions to help solve the problem. Teaches students a process of investigating and explaining phenomena.

**Simulations**–The lesson sets up a model or game based on a real life situation. Students practice and operationalize skills and knowledge related to the activity.

**Jurisprudential**–The lesson uses a court case format to present information and arguments about the ingrained issues.

**Direct Instruction**–The lesson is designed for each student to master each component of the content. This is appropriate for lower order content with all being successful before moving on.

**Training Model**–The lesson design breaks the skill down into its components and sequences of action. Each person learns the skill step by step the same way.

**Synectics**–The lesson starts by focusing on a current situation. Analogies are used to define the characteristics of the situation.

 Analogies continue, using other graduated analogies until it appears to have no relationship to the origin. The lesson then uses the final description of the analogy to compare to the original situation.

**Psychomotor**–The lesson focuses on developing a physical skill which students may develop to differing levels of ability.

**Metaphorical**–Through the use of metaphors, a complex abstract system is introduced. The system becomes more familiar through the metaphor.

**Non-Directive**–Lesson focuses on personal development. Teacher encourages free expression of ideas and feelings. Nurtures students and helps them understand themselves.

**Role Play**–Explores problems through actions. Develops problem solving skills. Students are either participants or observers.

Taken from Models of Teaching, by Joyce and Weil, 1996, 5th Ed., Simon and Schuster, Needham Heights, M