

TABLE 6.1

Five Models of Teaching

	Goals and Rationale	Methods
<i>Mastery learning</i>	Almost all students can learn material if given enough time and taught in the appropriate manner. Students learn best when they participate in a structured, systematic program of learning that enables them to progress in small sequenced steps.	• Set objectives and standards for mastery. • Teach content directly to students. • Provide corrective feedback to students on their learning. • Provide additional time and help in correcting errors. • Follow cycle of teaching, testing, reteaching, and retesting.
<i>Cooperative learning</i>	Students can be motivated to learn by working cooperatively in small groups if rewards are made available to the group as a whole and to individual members of the group.	• Small groups (4–6 students) work together on learning activities. • Assignments require that students help one another while working on a group project. • In competitive arrangements, groups may compete against one another. • Group members contribute to group goals according to their talents, interests, and abilities.
<i>Theory into practice</i>	Teachers make decisions in three primary areas: content to be taught, how students will learn, and the behaviors the teacher will use in the classroom. The effectiveness of teaching is related to the quality of decisions the teacher makes in these areas.	The teacher follows seven steps in the classroom: 1. Orients students to material to be learned. 2. Tells students what they will learn and why it is important. 3. Presents new material that consists of knowledge, skills, or processes students are to learn. 4. Models what students are expected to do. 5. Checks for student understanding. 6. Gives students opportunity for practice under the teacher's guidance. 7. Makes assignments that give students opportunity to practice what they have learned on their own.
<i>Behavior modification</i>	Teachers can "shape" student learning by using various forms of reinforcement. Human behavior is learned, and behaviors that are positively reinforced (rewarded) tend to increase while those that are not reinforced tend to decrease.	• Teacher begins by presenting stimulus in the form of new material. • The behavior of students is observed by the teacher. • Appropriate behaviors are reinforced by the teacher as quickly as possible.
<i>Nondirective teaching</i>	Learning can be facilitated if teachers focus on personal development of students and create opportunities for students to increase their self-understanding and self-concepts. The key to effective teaching is the teachers' ability to understand students and to involve them in a teaching-learning partnership.	• Teacher acts as a facilitator of learning. • Teacher creates learning environments that support personal growth and development. • Teacher acts in the role of a counselor who helps students understand themselves, clarify their goals, and accept responsibility for their behavior.