

used models of teaching: mastery learning, cooperative learning, theory into practice, behavior modification, and nondirective teaching. To attain a variety of curricular goals and objectives, accomplished teachers have developed a broad repertoire of models of teaching. In actual practice, each model in the repertoire is eclectic—in other words, a combination of two or more models of teaching. The following sections describe models of teaching that are based on behavioral psychology, human development, cognitive processes, and social interactions.

Models Based on Behavioral Psychology

Many teachers use models of teaching that have emerged from our greater understanding of how people acquire or change their behaviors. Direct instruction, for example, is a systematic instructional method that focuses on the transmission of knowledge and skills from the teacher (and the curriculum) to the student. Direct instruction is organized on the basis of observable learning behaviors and the actual products of learning. Generally, direct instruction is most appropriate for teaching less structured, higher-order skills such as writing, the analysis of social issues, and problem solving. Extensive research was conducted in the 1970s and 1980s on the effectiveness of direct instruction (Gagne, 1974, 1977; Good & Grouws, 1979; Rosenshine, 1988; Rosenshine & Stevens, 1986). The following eight steps are a synthesis of research on direct instruction and may be used with students ranging in age from elementary to senior high school:

1. Orient students to the lesson by telling them what they will learn.
2. Review previously learned skills and concepts related to the new material.
3. Present new material, using examples and demonstrations.
4. Assess students' understanding by asking questions; correct misunderstandings.
5. Allow students to practice new skills or apply new information.
6. Provide feedback and corrections as students practice.
7. Include newly learned material in homework.
8. Review material periodically.

A direct instruction method called *mastery learning* is based on two assumptions about learning: (1) almost all students can learn material if they are given enough time and they are taught appropriately, and (2) students learn best when they participate in a structured, systematic program of learning that enables them to progress in small, sequenced steps (Bloom, 1981; Carroll, 1963). The following five steps present the mastery learning cycle:

1. Set objectives and standards for mastery.
2. Teach content directly to students.
3. Provide corrective feedback to students on their learning.
4. Provide additional time and help in correcting errors.
5. Follow a cycle of teaching, testing, reteaching, and retesting.

In mastery learning, students take diagnostic tests and then are guided to do corrective exercises or activities to improve their learning. These exercises or activities