

Models of teaching paper

[Education](#)



Models of teaching al affiliation Models of teaching In the contemporary world, it is mandatory that teachers focus on devising new teaching methodologies that will give their students a chance of attaining their best within their ability. In this context, the need to access novel materials has recorded an escalating trend in most educational institutions. In light to this argument, Joyce, Weil & Calhoun's (2008) work hit the headlines as one of the most resourceful book in the context of provision of strong basis for tutors. The book has been credited for its ability to offer the best methodologies on teaching methods by tutors, in an attempt to come up with positive outcomes in the learners. The book entails a philosophical and psychological outlook in teaching and learning. The work has also been accredited for its capability to come up with a K-12 education to teachers.

Information Processing Family of Models- Cognitive approach In an attempt, to implement instruction in the classroom based on Constructivism and the Information Processing Family of Models- Cognitive approach. Joyce, Weil & Calhoun's (2008), indicate that teachers should not only be well conversant with the contents of the curriculum, but also be better placed to come up with unmatched instructional approaches that see to the attainment of goals of education by their learners. Joyce, Weil & Calhoun (2008) advocate for cognitive approaches for successful completion of teaching instruction.

Cognitive approaches are classified as one of the most important models of the Information Processing Family Models. Through cognitive approaches, individuals are in a better position to get in touch with the actuality by using their senses. In turn, the learners are in a better position to acquire information, organize and come up with explanations that are in line with the acquired information. Through cognitive approaches, learners are able to

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discover new things on their own. A majority of the learners, through this cognitive approach, explore new activities, manipulate them in order to acquire desired results; consequently, discern relationships that emanate from the new concepts being introduced in the classroom. This is an indication of the fact that learners are not presented with exact answers to their assignments, but are given a brief overview of what the whole idea is about. It is from the vague ideas that they conduct more research on the given topic. At the closing stages of the lessons, the learners are presented with a chance to go through a heuristic learning methodology; thus, discover new things on their own. With the cognitive models, Joyce, Weil & Calhoun (2008) argue that teachers are in an enhanced position to present their learners with an opportunity to grasp concepts in the classroom setting. Studies indicate that learners are in a better position to remember concepts learnt on their own efforts, unlike those imposed on them. Constructivism Joyce, Weil, & Calhoun (2008) indicate that constructivism is one of the teaching methods that allow for grasping of concepts in the classroom setting. They continue to argue that constructivism works on the basis that; background information is mandatory in acquisition of new concepts in the classroom setting through background information, individuals are in a better position to grasp concepts in their environment, unlike in instances where the learners do not have whatsoever background information on the concepts being taught in the classroom. Through constructivism, just like in the Information Processing Family of Models, learners are able to make new inventions regarding the new information introduced in the classroom, through application and comparison of previous concepts. Constructivism is related to the discovery method of learning. Teachers are also better placed

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to correct the misconceptions of the learners from correcting of their responses of ascribed meanings to previously learnt concepts. Joyce, Weil, & Calhoun (2008) also argue that, through constructivism, learners are able to get in contact with the reality, through provoking thoughts of the learners. Prior to the introduction of any new concept, it is advised that the teachers incorporates the question and answer method of teaching, so as to refresh the memories of their learners. In this case, the teacher refreshes the memories of their learners and introduces concepts to existing forms of knowledge. Constructivism, therefore, comes up with viable conditions for implementing learning instructions in the classroom setting. Conclusion Conclusively, it is warranted to argue that, Joyce, Weil, & Calhoun's (2008) work is directed towards making the instruction procedure successful and making work easier for the educators. Adoption of the above instructional methodologies creates a situation whereby, both teachers and learners are in a position to come up with the best decisions regarding the best teaching methodologies in the classroom. References Joyce, B., Weil, M., & Calhoun, E. (2008). Models of teaching (8th ed). Boston, MA: Allyn and Bacon