

Quality Teaching and Models of Education

Abstract

Ministers of education are now increasingly perceived to be socializers instead of merely educators. The school is a major ministry of education wherein students are able to garner knowledge and skills that they need in order to get a job, and to be productive citizens of society. Students grow up to play different roles in the society; they may be professionals, public servants and/or parents. In the first school of thought, from Egan's model, schools play the role as an institution socializing the students. Most traditional models adapt to this train of thought.

There are those who see schools as socializing agents, and think they should go beyond it. They think everyone still needs proper education to train them for what is ahead of their lives in reality. According to Plato's perception, schools should be able to equip the minds of students to see the truth behind realities. They should have knowledge that is necessary for this to happen, and for them to use to be able to understand concepts about reality. Mere concepts and theories are insufficient for the learners. (Please include in-text citation regarding Plato here) Approaches like the Cognitive Apprenticeship Model and the Information Processing Model exhibit qualities that Plato looks for in education strategies. On the other hand, Rousseau saw Plato's perception lacking in implementation. Education should include considerations about the students' individualities, and how that affects their learning process. He saw how their nature to learn was as important as what they should learn.

While education issues revolve around the rising cost of tuition fees and educational quality, the innovation should be considered in terms of the curriculum and teaching strategies to satisfy the need for quality education. Instead of merely being a mass market, these different ways of training thoughts must be examined and gauge according to its importance and relevance to the present society. Although, finding one model is not the

solution, it's seeking what the society needs and then, integrating it with other models to find a unique approach that fits the society.

Education has always been about knowledge and skill (Perkins, 1993). Science, history, geography and so on are subjects that are taught to students to have the basic knowledge about the world. In the longer run, education must work in terms on providing the application for such knowledge and skill (Perkins, 1993). Teaching understanding is very essential to the realization of the importance of education (Perkins, 1993). Keiran Egan presented different ideas as to how the education system is perceived and should be approached.

Egan's Three Models of Teaching

Socialization

Society's goal for the education of children boils down to a central point of socialization. A major task of the ministries of education, aside from teaching the fundamentals concepts of math, science and language, is to instill the set of norms and beliefs of the society to the students (Egan, 2007). This would be the set of principles that would ideally be embedded and live in a child as he or she grows up, and eventually takes his or her place in the adult society (Egan, 2007). To a certain level, schools are responsible for maintaining the identity of society through inculcating a sense of identity among the "new members" of society and to make them adapt to a certain level of homogeneity (Egan, 2007). Children would mostly learn what is acceptable to society, and what is detestable from what they learn in school.

Linear Model

Similar to most traditional models, this approach of teaching starts the process with the subject to be taught, followed immediately by simply teaching it, and the learning stage is expected to follow (Nasseh, 1996). The students are graded depending on their learning. This process is solely gauged on the teacher's style, and the policy of the school that is obviously of a traditional nature (Nasseh, 1996). Although it can be very conventional and less effective at times, this form of teaching can still be seen in higher educational institutions (Nasseh, 1996).

Cycle Model

This model is slightly different from the latter in terms of the process of teaching and learning (Nasseh, 1996). The lecture process is still the predominant method, but there is an integration of technology as a part of the learning process (Nasseh, 1996). The teacher still defines the course requirements while computer technology is utilized more extensively. The difference is seen in the focus of the teacher that deviates not just from the outcome but also includes the concern for the improvement of teaching methods and learning processes (Nasseh, 1996).

The Social Family of Models

This approach is subtle in inculcating the students with socialization. In forms of group makings, the students realize how they must be similar to other students to accept how they are and to relate with one another to achieve a common goal. Under this family, the approach of partners in learning is found. There is cooperative learning that helps the students learn about different subjects (Bruce & Weil, 2000). This is through positive interdependence wherein they get to develop their "self-esteem, social skill and solidarity (Bruce & Weil, 2000). They acquire information and skills through different means of inquiry regarding the subject they are taking (Bruce & Weil, 2000). Group investigation is another approach. Social

competence is developed while exploring different problems, studying together about the information, ideas and skills (Bruce & Weil, 2000).

Schools are seen to be preparing students to be “competent social agents” as part of socialization and education. The distinction of education and socialization should lie on the fact that education enables students to critically see the society objectively and judge it according to knowledge of other sets of norms (Egan, 2007).

However, when we say that someone is being socialized, he undergoes a process wherein he is fitted into a complex social environment and this process a certain limited set from the indeterminately large range of human potentialities is evoked and actualized (Egan 2007). This seems like a definition of the models that are predominantly seen in today’s educational system. Nonetheless, a major factor of socialization would be learning different languages (Egan, 2007). The language of a society gives them a certain level of identity. They share a common view of the world “which is encoded at a level of presupposition in the terms, distinctions, grammatical structure given in that language” (Egan, 2007).

In most Northern American states, schools accept the fact that they are instruments for homogenizing students to fit into the American society, especially with the public schools. The issues concerning society are given high priority which affects the approach on teaching the students (Egan, 2007).

Plato and Teaching about the Truths of Reality

According to Plato, education should be geared towards teaching students a rational view of reality (Egan, 2007). Instead of merely developing knowledge and skills that make them productive citizens, they should receive education that would go beyond the usual “conventional beliefs, prejudices, and stereotypes of the times, and finally see reality clearly” (Egan, 2007). The contents of the curriculum hold an important place in Plato’s perception

of proper education. Educational value needs to be clearly defined as to what the students truly need, to perceive reality in the clearest way possible.

Following Plato's vision, education would then work to expose the students to "great cultural conversation" (Egan, 2007). This is beyond the issues of the political society or the sets of norms and values. Schools following this idea would place the teacher at a more distant and authoritative role (Egan, 2007). A teacher is a person who is an expert in the field of the course. This instructor is only there to assist the learning of the child but not actually impose rigid lessons to dominate them.

Cognitive Apprenticeship Model

The cognitive apprenticeship model is one of the most precise approaches when it comes to instructional design (Cole & Wilson, 1991). This model addressed different significant elements of quality teaching. The first concern is the content of the curriculum. The dominant content of curriculums nowadays is "conceptual, factual, and procedural knowledge typically found in textbooks and other instructional materials" (Cole & Wilson, 1991). It is a fact that these topics are essential for the students to know; studies have shown how it is simply not enough to address the preparedness of the students for the realities of life (Cole & Wilson, 1991). There are different strategies that must be used to monitor and regulate the student's ability to solve problems on different activities. Metacognition is recommended by this study to include strategies such as monitoring, diagnostics, and remedial components (Cole & Wilson, 1991). Another way is through learning strategies that are more similar to the traditional approach that is integrated with the new ones like inquiry teaching (Cole & Wilson, 1991).

Another trend from this model is called situated learning, wherein the teachers would teach the subjects in such a way that they are relevant to the needs of the students in real life. In other words, they are not just mere concepts and theories that they read about in school. Concepts are integrated with practical applications. The knowledge becomes something specific and general. Through this, the students are able to apply knowledge when the need calls upon it. This approach also enhances the innovative and creative aspects of the students. The students value new knowledge because they know how to utilize it. The modeling and explaining approach is also included in this model. This shows the learners how a process works, and sees why it happen the way it does. This is usually done through observation of the world. There is an integration of demonstration and explanation for this approach to be successful (Cole & Wilson, 1991).

Coaching is when the students do a certain task, and the teachers are there to provide hints and help only when needed. This enables the students to process problem-solving activities more on their own until they get better at it. Another part of this model is the exploration wherein the students can try out different strategies and theories on their own for them to observe the effects. In this way, they will be able to seek knowledge in their own ways (Cole and Wilson 1991). Articulation, reflection and exploration are also part of this model.

The Information Processing Family

Inductive thinking is the first model under this family. This gives students the ability to experience information analysis to develop their thinking skills. Concept attainment similarly engages the analytical capability of the students. This encourages the learners' subject organization and concept development Mnemonics is another approach on teaching students how to memorize and assimilate information (Bruce & Weil, 2000). In being

advance organizers, students participate in scientific processes wherein the teacher allows them to “collect and analyze data and check out hypotheses and theories, and reflect on the nature of knowledge construction” (Bruce & Weil, 2000).

Despite such a model, most schools are still conservative on how they view quality education. The view of what is competitive education still differs as some schools see it as synonymous to traditional ways of teaching. Most of the time, schools serve as the political economy instead of following the road towards their original mission of nurturing the intellect (Howley, Howley, & Pendarvis, 1993). The mission they have neglected was supposed to be the core of their existence.

According to Howley et al. (1993), public schools fail at giving quality knowledge to the children, including those belonging to the middle and upper classes. The education system has turned into just an expansion process that leaves inadequate attention to the quality of education (Howley et al., 1993). Plato speaks of equipping the students with more than the basic concepts and with knowledge that would let them see the truths of reality. What the real scenario is students do not even get the basic concept parts as a percentage of students graduate from school semi-literate (Howley et al., 1993).

Rousseau and the Natural Course of Nature

Jean-Jacques Rousseau supplemented following the natural course of learning to Plato's treatise in the form of a more effective implementation (Egan, 2007). Under this idea, teachers must be able to understand their students in order for them to truly learn. They must understand the individual nature of the students before actually knowing how to undergo the teaching process (Egan, 2007). The basis of the teaching process then would be the nature of the student's learning capabilities, such as their motivation and learning skills (Egan, 2007).

The amount of knowledge about the students' nature serves as the gauge for effective teaching. Schools that adapt this idea gives much more emphasis on "critical thinking" and "learning how to learn" to gain knowledge (Egan, 2007). The experience of the learner is given much importance. How does one actually gauge the nature of the individual? One way is to use assessments as feedbacks and learning tools. Identifying the expected accomplishments, setting standards, collecting feedback, and addressing poor performance give the teachers a sense of who their students are and at the same time, knowing the approach on how to teach them (Wiggins, 2004). Assessments are now seen as a "barometer to measure the strength of learning and as a compass to show the direction of future action, all participants become learners" (Hearne, 2001). Assessments help the teachers have more individualized approach of the students.

Multiple Intelligence Teaching Approach (MITA)

This model is designed to address the problems regarding student passivity in higher education classrooms (Weber, 2001). This approach relies largely on the student's individualities in terms of their interests, abilities, and past experiences. The model is divided into different phases to respond to a problem-based approach to learning that was seen to be constructive (Weber, 2001). The first phase of this model addressed the intrinsic characteristic of the human brain to search for the meaning behind things (Weber, 2001). Phase two was focused on how learning was enhanced by facing challenges or how learning is heightened when it is inhibited by threat. The third phase addressed the point that learning was developmental. Phase four dealt with "the fact that each human brain is uniquely wired, and different from other brains" (Weber, 2001). The last phase of the approach was to respond to the findings that the mind or the brain was a "complex dynamical system". This model gave way to explore the fact that the brain had such potential to learn with optimum

capacity (Weber, 2001). Through this model, it was learned that classroom environment should be conducive to accepting diverse perspectives and different individualized approaches to any topic (Weber, 2001).

Egan (2007) presented ideas on how education is perceived with a great deal of comparison of the different realities it indicates. The education system in the country can be concerned about other issues like budget, assessment and achievements. Quality teaching lies in the fact that students are able to think critically, they have the ability to design process, to socialize, to communicate and to produce quality outcome in whatever endeavor this system designed. (Nasseh, 1996).

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