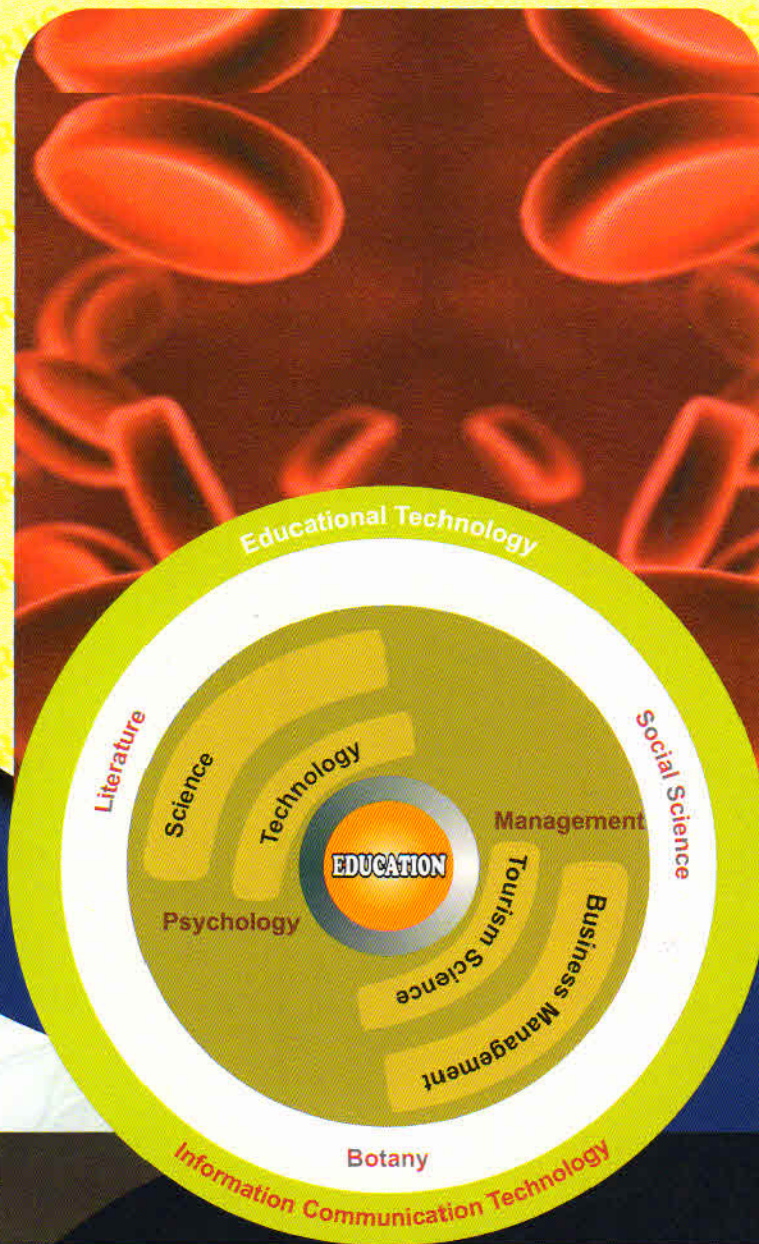


UGC Approved Sr. No. 49366



SRJIS

ISSN -2278-8808



An International
Peer Reviewed

Referred
Quarterly

SCHOLARLY RESEARCH JOURNAL FOR INTERDISCIPLINARY STUDIES

JAN-MAR, 2018. VOL. 7, ISSUE -38

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EFFECTIVE TEACHING MODEL: MEMORY MODEL

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Abstract

Teaching is informal and artificial. This is the reason why teaching is supposed to be effective if it is accelerated. The research in 'Effective Teaching' was undertaken a large scale after 1960. Bruce Joyce and Marsha Weil developed 18 Models of teaching in various families. Joyce and Weil (2008) have developed Memory Model on the basis of research conducted by Presseley; M. the present researcher has made use of original books. (Presseley C.) Loren Lucas (1964) and the book on models (Joyce and Weil (2008)) for developing self-instructional material. Development of study material on SIM format is challenging task and it quite different form conventional text book. Researcher presents in this paper the development of self learning material on Memory model. Theoretical structure of Memory Model has been given in paper. Researcher elaborated all important phase of Memory Model. This paper is theoretical and conceptual manner.

Keywords: *Memory Model, Self Learning Material, Syntax, Sensory images.*

Introduction: Teaching is teacher activity to make learning happen. Basically teaching is informal and artificial. This is the reason why teaching is supposed to be effective if it is accelerates learning. The research on 'Effective Teaching' was undertaken on a large scale after 1960, which is known as 'process' Product Research. However not much effective learning behaviours were identified from this research. Similarly research on effectiveness of the models can be judged in term of instructional and nurturing effects.

Joyce and Weil (1980) define models as follows:

'A model of teaching is a plan or pattern that can be used to shape curriculums and to guide instructions in the classroom and other setting. The environment produced in the class with the co-operation of students and teachers on the basis of the stable principles means a 'Model of Teaching'.

Bruce Joyce and Marsha Weil have classified 20 teaching models into four families. The objectives achieved by each family would be different. Those groups are as follows:

- (1) Information Processing models
- (2) Personal models
- (3) Social models
- (4) Behavioural models

Research on effectiveness or validity of models implies exploration of the outcome models in the context of their effects. In addition to this, training in model can be significant area of research. Memory model belongs to Information Processing Family. Development of self Learning Material and effectiveness of this model has not being so studied so far in India. There is a need to examine where instructional and nurturing effects if this model can be achieved or not. For this reason the present researcher has self instructional material on Memory Model.

Development of Self-Learning Material (SIM): SIM is the important media of distance education. 'For best result care should be take no only that students read to learn but also that text has been written to teach' (Rohkof,1975) A developmental stage of self-learning material based on memory model is developed by using steps of instruction system design. Memory Model belongs to information processing family. Joyce and Weil (2008) have developed Memory Model on the basis of research conducted by Presseley, M. The present researcher has made use of original books. (Presseley C.), Loren Lucas (1964) and the book on models (Joyce and Weil (2008)) for developing self-instructional material.

This self-learning material has been developed according to instructional Design steps stated below:

- (1) Task Analysis
- (2) Formulation of objectives and specification
- (3) Collection of Research and Information