

BASIC TEACHING MODEL OR GLASER MODEL OF TEACHING

Basic Teaching Model was developed by Robert Glaser in 1962. It is termed as basic because it tries to explain the whole teaching process by dividing it into the four basic components or parts, namely, 1. Instructional Objectives 2. Entering behaviour 3. Instructional procedures and 4. Performance assessment. All these four basic components of the teaching process interact and influence each other as explained in the diagram. (Fig. 10.1)

1. **Instructional objectives.** Instructional objectives indicate the stipulated goals that a student is expected to attain after the completion of a part of instruction. These are usually based on Bloom's Taxonomy of objectives.

2. **Entering behaviour.** Entering behaviour implies the initial behaviour of the student before the beginning of instruction. The

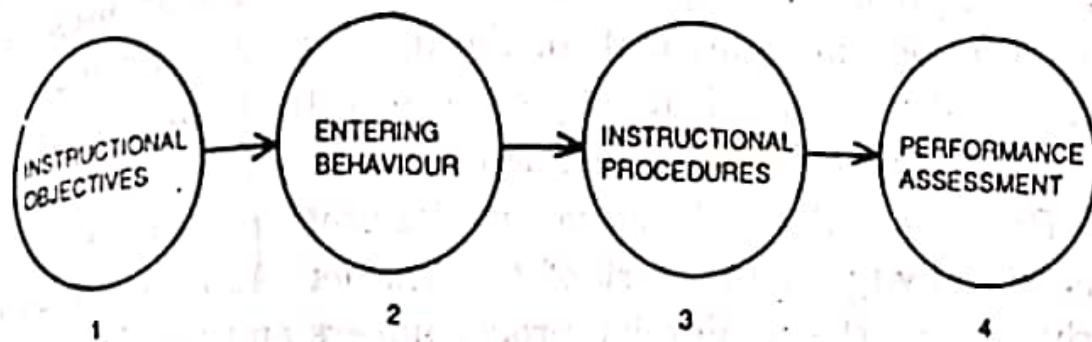


Fig. 10.1: Components of Teaching Process in Glaser's Basic Teaching Model.

assessment of the entering behaviour is an important aspect of the instructional process.

3. **Instructional procedures.** Instructional procedures represent the teaching methods, strategies and student-teacher interaction patterns involved in teaching. Instructional procedures are guided by the nature of the instructional objectives and the entering behaviour.

4. **Performance Assessment.** Performance assessment involves the extent to which the stipulated objectives have been fulfilled. It involves the use of suitable evaluation techniques like tests, observation etc. It serves as a feed back device for each of the steps and elements of the teaching process.

As a matter of fact, all these four basic components of the teaching process interact and influence each other. One sets the base for the other by providing as a base or feed-back for the successful operation of the teaching act.

DESCRIPTION OF GLASER'S BASIC TEACHING MODEL

Glaser's model may be described in terms of the fundamental elements as under:

1. **Focus.** It attempts to pinpoint the processes and major activities comprising the entire teaching-learning process. It also brings into light the sequence to be followed in the instructional processes.

2. **Syntax.** The flow of activities in this model is sequential. First of all the objectives to be followed are fixed in accordance with Bloom's Taxonomy. Then the potentiality of the learners in terms of their entry behaviour is assessed. Thereafter in the light of the entry behaviour, instructional work is carried out for the achievement of stipulated objectives. Performance assessment is the last phase.

3. **Principles of Reactions.** Main principles of reaction are summarised below:

1. *Principle of Interdependence*—The student's responses are to be understood and dealt with in the light of the inter-action and interdependence of the four stages. i.e., objectives, entry behaviour, instructional process and assessment.

2. *Principle of Active Involvement*—Its proper execution requires a lot of activity on the part of the teacher. At every stage the teacher is expected to develop proper understanding of the potential and difficulties of his students for achieving the objectives.

3. *Principle of Follow-up*—In case the results are not in accordance with the set objectives, gaps and deficiencies have to be found out and corrective measures taken.

Social System. The success of this model depends upon the ability and competency of the teacher in terms of various skills like formulation of objectives, use of proper strategies, techniques of evaluation etc.

Support System. The model for its success needs additional support in terms of (i) Availability of adequate pre-service and in-service facilities to teachers to acquire needed competencies and skills for the use of the model, (ii) Availability of desirable teaching-learning environment and situations for the use of suitable teaching strategies, and (iii) Availability of appropriate evaluation devices for the assessment of entry and terminal behaviour of the learners.

Applicability of the Model. Being quite systematic and structured, this model is applicable to almost all learning-teaching situations.

Glaser's Model indicates that teaching includes a wide range of decisions and practices and much of which requires little or no personal contact between the teacher and student. It implies a greater emphasis on the competency of the teacher than on his personality.