

Impression Model As Innovative Teaching-Learning Tool

Running Title: Impression Model As Innovative Teaching

Dr. Nagina S. Mali^{1*}, Prof.(Dr.)Pratibha S. Patankar²

^{1*}Post Doctoral Research Fellow, Department of Education, Shivaji University, Kolhapur.India.
naginamali2012@gmail.com

²Head, Department of Education, Shivaji University, Kolhapur. India.
pratibhaspatankar@gmail.com

***Corresponding Author:** Dr. Nagina S. Mali

*Post Doctoral Research Fellow, Department of Education, Shivaji University, Kolhapur.India.
naginamali2012@gmail.com

Abstract

The core of the teaching process is the arrangement of the environment within which the students can interact and study how to learn. Models are one of them for creating a learning environment in the classroom. The teaching models have been classified into three main types, as Philosophical teaching models (John Locke), Psychological models of teaching and Modern teaching models. The Philosophical teaching models includes the Insight model, the Impression model and the Rule model. Pioneer of impression model John Locke concluded in his educational thoughts that, “No proposition can be said to be in the mind and “Virtue generally approved, not because innate, but because profitable” No any specific theory of using Impression Model as like concept attainment model, inquiry model etc. but researcher has taken reference of Behavioristic theory and the Constructivist approach for making impression model as a student-teacher centric model. The major concern of most of the teachers is how to impress students in the classroom by using strategies and models. Hence, to know the advantage of impression model researcher has conducted this study. Objectives of the study are

- 1.To design the elements of impression model.
- 2.To design the syntax the impression model.
- 3.To design impression making process of impression model.
- 4.To design teaching-learning plan (Lesson plan) of impression model.
- 5.To orient to B.Ed.-M.Ed.(Integrated) semester-V student teachers about the impression model.
- 6.To implement the impression model on B.Ed.-M.Ed.(Integrated) semester-V student teachers.
- 7.To implement the impression model on B.Ed. student teachers.
- 8.To know opinion on impression model by B.Ed.-M.Ed.(Integrated) semester-V student teachers.

The present research is descriptive survey research. For the research sample B.Ed.-M.Ed. (Int.) student teachers were selected by convenient sampling method. Researcher made questionnaire was used to collect data by considering pilot testing and analyzed by using qualitative method. Conclusions are found that Impression Model is very good to use but preparation is required by the teachers for impressing students. We can use various strategies for implementing the model. Though it is time consuming but it makes teaching-learning process enjoyable and enthusiastic.

Key Words: Environment, philosophical teaching models, impression model, strategies, student teachers.

Introduction

Teaching having a large impact on students' abilities to educate themselves. Successful teachers are not simply charismatic and persuasive presenters. Rather, they engage their students in robust cognitive and social tasks and teach the students how to use them productively. The core of the teaching process is the arrangement of the environment within which the students can interact and study how to learn (Dewey, 1916). Models are one of them for creating a learning environment in the classroom. A model of teaching is a description of a learning environment. The description has many uses, ranging from planning curriculums, Programs, activities, courses, units and lessons to design instructional materials such as books and

workbooks, multimedia programs, and computer-assisted learning programs. Because the models provide learning tools for students, they are uniquely suited to the development of programs for students whose "learning histories" are cause for concern.

The basic difference between teaching methods and teaching models is that methods of teaching are likely to restrict the field to a teacher-centered approach to education. While models of teaching open the door to educational theories that are likely to give an active role to the learner in the developmental process. Every teaching model has its specific objective. In order to achieve the objectives of a teaching model, the teacher has to choose the right type of model for achieving the specified objective. It can be done by content analysis, looking available resources and discussion with colleagues. The teaching models have been classified into three main types, as Philosophical teaching models (John Locke), psychological teaching models and Modern teaching models. The Philosophical teaching model includes the Insight model, The Impression model of teaching and The Rule model.

Opinion of John Locke

John Locke (b. 1632, d. 1704) was a British philosopher, Oxford academic and medical researcher. Locke's monumental 'An Essay Concerning Human Understanding' (1689) is one of the first great defenses of modern empiricism and concerns itself with determining the limits of human understanding in respect to a wide spectrum of topics. Individually, Locke wants each of us to use reason to search after truth rather than simply accept the opinion of the authorities or be subject to superstition. He also believes that using reason to try to grasp the truth, and determine the legitimate functions of institutions will optimize human flourishing for the individual and society, both in respect to its material and spiritual welfare. This in turn, amounts to natural law and the fulfillment of the divine purpose for humanity is impress the students by using powers, disciples, activities, individual attainment, group attainment, use resources and get valid knowledge in the classroom.

He was also influential in the areas of theology, religious toleration, and educational theory. In his most important work, the Essay Concerning Human Understanding, Locke set out to offer an analysis of the human mind and its acquisition of knowledge. He offered an empiricist theory according to which we acquire ideas through our experience of the world. The mind is then able to examine, compare, and combine these ideas in numerous different ways. Knowledge consists of a special kind of relationship between different ideas.

Though Locke does not present a systematic theory of education and his work has philosophical base, but he convinced that moral education is more important than other kinds of education. The goal of education, in his view, is not to create a scholar, but to create a virtuous man. To see the world scenery of human kind that is essential today to be a virtual person. Hence, importance of this Model clears that virtue cannot avoid, every subject have specific philosophical foundation even in sciences, languages and social sciences also.

From the origin and nature of perception, Locke analyzes the role of experience in shaping the human personality. He distinguished two types of experience: External experience (sensation), composed of a combination of sensations and Inner experience, formed from the intellect's observation of one's inner activity. In essence, it is the world of human perception. Locke also called his inner experience, inner feeling or reflection. (<https://www.ilkogretim-online.org/fulltext/218-1616083062.pdf>). In his philosophic inquiry concerning the development of human knowledge, he propounded that the child's mind is like a clean slate (tabula rasa), void of all characters upon which experience alone can subsequently write knowledge. (Tabula rasa is a Latin phrase often translated as clean slate in English and originates from the Roman tabula, a wax-covered tablet used for notes, which was blanked (rasa) by heating the wax and then smoothing it.) Applying the concept of "tabula rasa" to education, it can be seen that, if the soul is a whiteboard, the sensory organs will write on that whiteboard the words of life. - that is the view of Locke in Some thoughts concerning Education (1693). (<https://www.ilkogretim-online.org/fulltext/218-1616083062.pdf>)

Also he concluded his educational thoughts that, "No proposition can be said to be in the mind and "Virtue generally approved, not because innate, but because profitable" (John Locke, 1990).

The Impression Model of teaching by John Locke

The Impression Model assumes that the child's brain is like a clean slate at the time of birth. Whatever experiences are provided through teaching, creates impression on child's brain. This impression is termed as

learning in the learning process of the sense organs. To impress means to make somebody feel admiration and respect. In education term to impress the students through teacher's impressive language, impressive talk, keeping expectations form content, putting aims of life or speech etc.To impress the teachers through student's impressive so that student would admire the teacher. Then role of the teacher is not only facilitator of learning but also impress them. Every country has their own philosophy and they try to put it into their citizens. In transmission of National Philosophy to citizen this model will help with reference to current situation. Behind the impression model there are two theories as known as behavioristic and constructive psychological theory.

Associated Theories

1. Behavioristic theory

John B. Watson (1878-1958) and B. F. Skinner (1904-1990) are the two principal originators of Behaviorist approach to learning. Watson believed that human behavior resulted from specific stimuli that elicited certain responses. Watson's basic premise was that conclusions about human development should be based on observation of overt behavior rather than speculation about subconscious motives or latent cognitive processes (Shaffer, 2000). Skinner believed that seemingly spontaneous action is regulated through rewards and punishment. Skinner believed that people don't shape the world, but instead, the world shapes them. Skinner also believed that human behavior is predictable, just like a chemical reaction. (<https://openoregon.pressbooks.pub/educationallearningtheories3rd/chapter/chapter-1-behaviorism/>)

Behaviorism and its importance in teaching-learning process

(Table no.1.)With reference to behavioristic theory teacher uses behaviorism to show students how they should react and respond to certain stimuli. This needs to be done in a repetitive way, to regularly remind students what behavior a teacher is looking for. Repetition and positive reinforcement go hand-in-hand with the behavioral learning theory. Teachers often work to strike the right balance of repeating the situation and having the positive reinforcement come to show students why they should continue that behavior.

Table No.1. Behaviorism and its views

Views of Behaviorism	Use of Behaviorism in the classroom
View of knowledge	Knowledge is a repertoire of behavioral responses to environmental stimuli
View of learning	Passive absorption of a predefined body of knowledge by the learner.
View of Motivation	Extrinsic, involving positive and negative reinforcement.
Implications for teaching	Correct behavioral responses are transmitted by the teacher and absorbed by the students

Source: Graduate Student Instructor Teaching & Resource Center, Graduate Division, UC Berkeley
<http://gsi.berkeley.edu/media/Learning.pdf>

2. Constructivist approach

Constructivism is an important learning theory that educators use to help their students learn. Constructivism is based on the idea that people actively construct or make their own knowledge, and that reality is determined by your experiences as a learner. Basically, learners use their previous knowledge as a foundation and build on it with new things that they learn.

The major principles of constructivist approach to be considered by teacher (facilitator) are -

- 1.Knowledge is constructed.
- 2.People learn to learn, as they learn. Learning involves constructing meaning and systems of meaning.
- 3.Learning is an active process.
- 4.Learning is a social activity.
- 5.Learning is contextual.
- 6.Knowledge is personal.
- 7.Learning exists in the mind.
- 8.Motivation is key to learning.

In constructivist classrooms, the teacher has a role to create a collaborative environment where students are actively involved in their own learning. Teachers are more facilitators of learning than actual instructors.

Teachers must work to understand the preexisting conceptions and understanding of students, then work to incorporate knowledge within those areas. Teachers will also need to adjust their teaching to match the learner’s level of understanding. Constructivist classrooms often have teachers who do small group work, collaborative and interactive activities, and open dialogues about what students need in order to find success. (<https://www.wgu.edu/blog/what-constructivism2005.html>)

Summary table of behaviorism and constructivism theories

Table No.2.Summary of behaviorism and constructivism theories

Behaviorism	Constructivism
<i>Emphasizes the role of the environment and external factors in behavior</i>	Emphasizes the role of internal mental processes in learning and knowledge creation
<i>Knowledge is gained through external stimuli and observable behaviors</i>	Knowledge is actively constructed by the individual based on their experiences
<i>Teachers are the authority figures who impart knowledge to students</i>	Teachers are facilitators who guide students in constructing their own knowledge
<i>Students are passive receivers of knowledge and respond to rewards/punishments</i>	Students are active participants in constructing their own understanding and knowledge
<i>Observable behavior and measurable outcomes</i>	Internal mental processes, thinking and reasoning
<i>Evaluation is based on observable and measurable outcomes</i>	Evaluation is based on individual understanding and internal mental processes
<i>Classical and operant conditioning, behavior modification, reinforcement</i>	Problem-based learning, inquiry-based learning, cognitive apprenticeship

Source: Constructivism Learning Theory & Educational Philosophy By Saul Mcleod
 April 3, 2023 (<https://www.simplypsychology.org/constructivism.html>)

Integration of Behaviorism and Constructivism approach

Behaviorism and constructivism these are two predominant theories in Education for effective classroom teaching. The theoretical base of impression model is behaviorism and constructivism which are to impress the students. In the first three stapes of the Impression Model (Refer the draft given on page no.13 and 14) teacher is impressing to student by providing structure of content to be done and in last four stapes student is impressing to teacher by self/individual thinking, by group thinking and presenting, by reasoning and applying knowledge.

Reviews to support Impression Model:

Regarding the impression model, no research or articles were found. The researcher is going to develop syntax and implement the Impression Model's plan, which is the first innovative tool in the teaching-learning process and a society-based model.

Powers of teacher for using Impression Model

Teachers are often highly concerned about the discipline on their classroom. Jones (1987) defines classroom discipline the business of enforcing classroom standards and building of cooperation in order to minimize disruptions and maximize learning. Hence, discipline is a two-edged sword; on one edge is enforcing standards; on the other is gaining the cooperation of students. Jones believes cooperation to be more important of the two. To get cooperation, teachers can use their power. Power is the teachers’ ability to get students to what they want them to do. There are five forms of power that can be used by teacher and they are given in figure no.1.

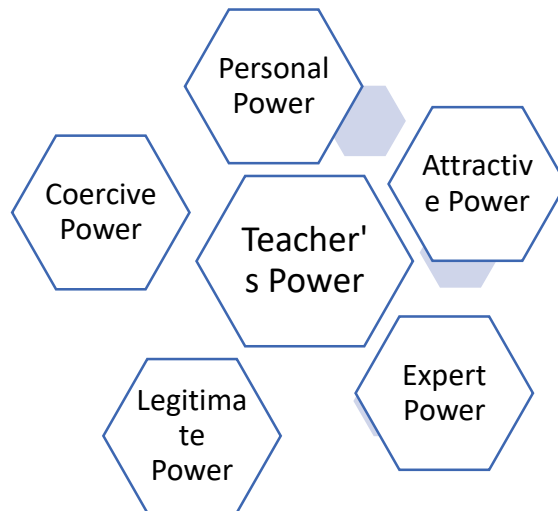


Figure No.1. Forms of Power

Attractive Power: Students do what the teacher wants because they like the teacher.

Expert Power: Students do what teacher wants because teachers have superior knowledge.

Coercive Power: Students do what the teacher wants to avoid punishment given by him/her.

Legitimate Power: Students do what the teacher wants because they believe that teacher has the right to decide what to do in the classroom.

Personal Power: Students do what the teacher wants because of her/his body language and his/her personal power.

The teacher can use these powers to avoid misbehavior or indiscipline of students in the classroom. Discipline has existed along with concept of indiscipline because they are the either side of the same coin. Indiscipline means those acts, which are not socially approved and are illegal. Charles (1981) defined three faces of classroom discipline, which provides the framework for teachers to maintain discipline in the classroom. These powers help to facilitator to describe our capabilities to influence students. By understanding powers facilitator come to distinguish which skills desirable underneath discipline for impressing students. Subject discipline wise powers may undertake to change. Under subject discipline several virtual behaviors are anticipated. Facilitator is one of the most treasured part of classroom who controls the discipline to fashion subject related philosophy in the classroom. To impress students classroom discipline is required which are given bellow in the figure no.2.

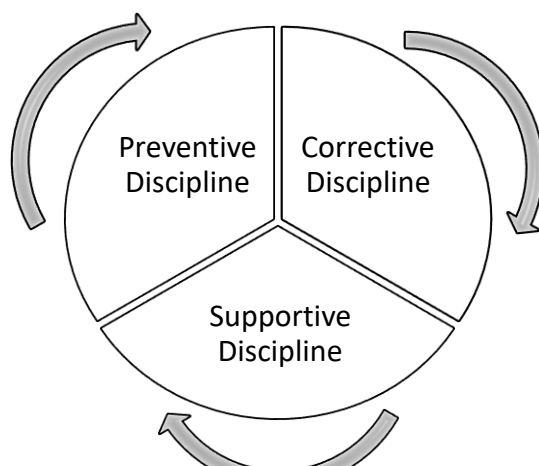


Figure No.2. Faces of classroom discipline

Forms of power and discipline are required in the class because student's behavior can change through teaching.

Preventive Discipline consists of those techniques, which a teacher uses to avoid misbehavior of students.

Supportive Discipline consists of those techniques, which a teacher uses to maintain self-control of the students.

Corrective Discipline consists of the consequences of punishment, which a teacher uses for undisciplined students, but this should be last option.

Schools are the places where teachers produce future decent people but unfortunately sometimes the misbehavior or indiscipline of students frustrates them. Here discipline means molding students for understanding the skills, using techniques for self-thinking, philosophy of the subject discipline. In the impression model guided discipline facilitator uses in the classroom. For avoiding misbehavior of students sometimes forced group activities, guided punishment, extra study work, study visits, self-control technique etc. needed under impression model. But above are only assumed, they will be avoidable if facilitator success to maintain impression in classroom.

Fundamental Elements of a Teaching Model

Education continuously builds ideas and emotions. Education includes Teaching, Learning and Development. Teaching means helping students learn well. Learning means elaborating abilities and skills. Powerful learners have expanded repertoires of strategies for acquiring education. Models of teaching are designed to impart these strategies while helping students develop as persons, increase their capacity to think clearly and wisely, and build social skills and commitment. Models of teaching are really performing giving motivation for learning to students. Why it is because for impression on students' misbehaviors to be avoidable and students should follow self-control over their malpractices and to make virtuous man. As we help students acquire information, ideas, skills, values, ways of thinking, and means of expressing themselves, we are also teaching them how to learn. Simply said, by using powers, discipline and elements in the classroom impression model can be success. Teaching is the process of building communities of learners who use their skills to educate themselves. (Models of Teaching, Bruce Joyce MarsWeil). Every model has their specific elements. Following elements are drafted under impression model-

1.Focus

Focus on using the personal, attractive, expert, legitimate and coercive powers of teachers in the classroom to make an impression on students. The focus of the impression model is that the teacher impresses students by putting impressive content, and students impress the teacher by self-thinking, group/structure practices, and reasoning.

2.Syntax

The impression model has 7 stages. In the first Awaring (Putting draft of the content) stage, the teacher states the general idea of teaching content in front of students. In the second content framework stage, the teacher gives a clear idea of content, activities to be conducted in the classroom and outside the classroom, and expectations from students, and through these movements, the teacher impresses the students.

In the presentation of stage third, teacher presents the content with the help of powers, disciplines, and teaching resources. In between, he/she takes the participation of students interactively. For presentations, teachers may use teaching methods, strategies, maxims, and resources to enhance the skills of the students and create an impression of the teacher.

On the fourth self-thinking/individual practice stage, the teacher gives work for self-thinking. This stage supposes that each student is important to the teacher, so the teacher focuses on every student individually. In this stage, the teacher gives small activities individually. Students analyze, solve, draw, paint, think, create, evaluate, distinguish, classify, prepare notes, inquiries, observe, search, invent, and elaborate on individual impressions. One by one, the teacher understands the opinion or work of the students.

Stage fifth Interaction among groups/structure practice, teacher makes the groups interact among the groups for discussion on the same topic given in the stage fourth. This stage is important because in the group, students share their knowledge, experiences, and thoughts with group members. In the fourth stage, there is only the self-thinking process, but here is the social discussion process. What the students think they need to share and validate their knowledge in the group. This stage creates valid knowledge through discussion. Though each student has a unique identity, the education system has the responsibility to make our

youngsters creatively responsive citizens. Hence, the group cannot avoid Stages fourth and fifth are interlinked on the basis of their validation of knowledge, knowledge sharing, and knowledge creation.

In stage six, reflection creation/reasoning, the teacher takes the reasons from the students through a presentation of a group activity. (As per the content strategy.) This is the reason-making step by asking why the student reached the specific conclusion by discussion. This is a totally student centric stage that helps to develop the abilities of reasoning, clearing, creating, evaluating, monitoring, judging, etc.

Of course, the ultimate goal of the fifth and sixth stages is to have students experience the creation of new knowledge, much as scholars do.

In stage seven, application, the teacher should create an opportunity for the application of knowledge. It may be in the school context or outside the school. Application is a short- and long-term process, so on the basis of the difficulty level of the content, the teacher should elaborate.

3.Social System

In the social system of the impression model, teachers and students participate equally where ideas are concerned. The role of the teacher is to encourage students to engage in analyzing, solving, drawing, painting, thinking, creating, evaluating, distinguishing, classifying, making notes, inquiring, observing, searching, inventing, elaborating, etc.

Specifically, the role of the student is to analyze, solve the problem, calculate, observe, discuss, share, validate, evaluate, measure, show respect, listen, create, innovate, discover, search, etc.

Learning by making individual as well as group impressions is the foremost principle of the impression model. Hence, the teacher expands knowledge by using resource material, dialogue with other students, experimentation and discussion with the teacher, presentation of work, and reasoning.

Interaction among groups and interaction among teachers and students build the social system in the classroom and outside the classroom.

4.Principles of Reaction

Regarding teacher impressions, the most important reactions of the teacher take place during the first, second, and third stages. During the first stage, the teacher's task is to help the students know the content that is going to be taught, but not to do the exact teaching. The central idea keeps here. During the second stage, the teacher gets all-essential content, activities, expectations, and learning outcomes from students. In the third stage, the teacher presents all knowledge regarding content. Students respond by answering, observing, etc.

Regarding the students' impressions, the most important reactions of the students are individual practices, group or structure practices, and the reasoning stage. The teacher reacts positively and molds behavior if required.

Students' impressions react by making new information available to the group, focusing on a particular problem, or raising questions. During the last stage, the teacher's task is to direct the application opportunity toward the process of applying knowledge itself.

5.Support System

The optimal support is a set of confronting materials, a teacher who understands the intellectual processes and strategies of impression, and resource materials for content teaching. Self-made resources, natural resources, and technology may be helpful to impress students. Sometimes motivation becomes a support system for the impression model. A teacher is required to use powers and disciplines to impress students. Abilities, skills, capacities, and commitments are required as a support system.

Hence, this is skill based model which covers individuality as well as sociality of person.

Impression making process

Table No.3. With the help of elements of impression model researcher has developed following stages for making Impression. Which power to be applicable on that particular stage is given in the same table.

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Table No.3. Impression making process

Stages	Expected role	Power
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Stating objectives	Teachers need to state the objectives which are required to achieve by students.	Attractive power
Selecting content	Only those content are to be selected which impress both the students and teachers	Legitimate power
Analyzing Content	Looking basic background, previous assumptions, general knowledge to be verified by the teacher as a facilitator	Expert power
Enriching content	Enriching should be impressive to each student and learning abilities to be developed in the classroom	Expert power
Selection of strategy	Content specific strategy to be used. After content enrichment strategy to be defined. May more than one be used. Here teaching-learning methods, teaching techniques, teaching maxims are required.	Expert power
Collection of material	Material means physical, human or technological resources are being used for making impression of teacher. Collection may happen in the classroom or school or may be outside of the school.	Legitimate power
Planning of teaching	After collecting material actual plan of work starts here. This stage defines role of student and teacher. Planning includes pre-plan, process plan and outcomes. Teacher (Facilitator) should be kept in mind to see plan our activity.	Legitimate, Coercive power
Implementing	Implementing means use the process which teacher drafts.	Attractive, Expert, Coercive, Legitimate and Personal Power
Concluding	It means check impression on students. Concluding means to come to know the objectives which are achieved and which are not. Regarding to not achieved objectives need to reframe the structure of work by the facilitator.	Attractive and Personal power

As a facilitator, there is a need to see the age group of the students, social context, intellectual level, psychological understanding, emotional development, learning habits, and activities to be done while impressing the students.

Lesson Plan of Impression Model

Table No.4. With the help of stage of impression model following lesson plan is developed by researcher.

Table No.4. Lesson plan of Impression Model

Stapes	Teacher impression (TI)	Student Impression (SI)	Elements of Model	Associate Theories	Skills
1.Awaring (Putting draft of the content)	-Putting abstract of teaching content identified by teacher (What to learn) with the help of content analysis	-Knowing abstract	Focus (Create impression)	Behavioristic theory	Listening, Observing
2.Content framework	-Putting expectations from students to be	-Knowing curriculum	Sequence of steps	Behavioristic theory	Analytical

	done in the class -Planning of the work -Guiding to thinking process about the content -Responsibilities explaining to students	framework	(Create impression)		
3.Presentation	-Explaining the concepts -Using better support system -Using teaching aids -Using skills through examples -Guiding for using new concepts	-Listening and observing -Noting	Support system (Experiences given to students and impression)	Behavioristic theory	Observing, listening, Critical thinking
4.Self Thinking/ Individual practice	-Activity related to content -Supervising/guiding to student -Motivating to think (Step-2) -Knowing ideas and thoughts	-Self thinking/ Individual thinking	Principles of reaction (Learning process the sense organs and principle of language)	constructivist approach	Analytical, Critical, scientific, creativity
5.Interaction among the groups/ Structured practice	-Discussing in group on same topic given in Stape - 4 -Checking expected curriculum framework regarding to Stape- 2 -Checking expected behavior	-Group thinking	The social system (Principles of language and communication)	constructivist approach	Listening, Analytical, Critical, Scientific, Synthesis, collaboration, Co-learning, Numerical, creativity
6.Reflection creation/reasoning	-Asking about student thinking	-Giving reasons	Principles of reactions (teachers' ability)	constructivist approach	Reflective, analytical, Numerical, creativity
7.Application	-Scope application for of knowledge on -Activities application	-Applying in daily life	Application (Impression)	Behavioristic theory And constructivist approach	Application, reflective, analytical, numerical, creative

Research Methodology

Need of Study

The major concern of most of the teachers is how to impress students in the classroom. That is necessary to use more strategies and activities in the classroom. This model emphasizes on individual as well as group development.

Operational Definition of the terms

Impression

For the current research study impression is considered activities done by the teacher before, during and after the classroom teaching. To impress the student, teacher need to use their personal, attractive, expert, legitimate and coercive powers. On the other hand, to impress students mean to engage students through opportunity of self and group practice, scope for reasoning during teaching learning process.

Innovative

For the current research study innovative is considered the practices which are related to teaching-learning process in the school as well as outside the school.

Impression Model

For the current research study impression model is considered as innovative teaching-learning tool of teaching-learning process in the classroom teaching. Under this model researcher has developed elements of impression model, syntax of impression model, impression making procedure and lesson plan under impression model. After these development, researcher has implemented it on B.Ed.-M.Ed.(Integrated) semester-V student teachers and same semester has been implemented on B.Ed. student teachers.

Objectives of the research

- 1.To design the elements of impression model.
- 2.To design the syntax the impression model.
- 3.To design impression making process of impression model.
- 4.To design teaching-learning plan(Lesson plan) of impression model.
- 5.To orient to B.Ed.-M.Ed.(Integrated) semester-V student teachers about the impression model.
- 6.To implement the impression model on B.Ed.-M.Ed.(Integrated) semester-V student teachers.
- 7.To implement the impression model on B.Ed. student teachers.
- 8.To know opinion on impression model by B.Ed.-M.Ed.(Integrated) semester-V student teachers.

Assumption

Impression model is useful to impress the students.
Structure of the content impresses to students.
Personality of teacher impresses to students.
Powers of teachers impress the students.

Scope of the Study

The study includes B.Ed.-M.Ed.(Integrated) Semester-V student teachers and content from geography subject of 8th class textbook approved by Government of Maharashtra which can be taught by impression model.

Significance of the Study

This is Innovative tool and help to use different powers of teachers to maintain discipline and teaching content.

The present study helps teachers, student teachers and parents to understand how to make impression of personality, teaching style and show content mastery to students. For secondary school children, they need to provide leading climate, through which will develop country.

Research Design

The present study is descriptive in nature in which survey method was used to collect relevant data. Pilot testing was done to know the practical implication of impression model.

Research sample

For the fulfilment of the objectives B.Ed.-M.Ed.(Int.) semester- V student teachers were selected by using convenient sampling method.

Data collection tool and analysis

Researcher made questionnaire was used to collect data and analyzed by using qualitative method of data analysis. Questionnaire has been attached in supplementary material file annexure-I.

Procedure and Pilot testing for training to apply Impression Model for B.Ed.-M.Ed.(Integrated)semester-V student teachers

This impression model is implemented as a pilot testing on the basis of following phases which are developed by the researcher and it has mentioned in figure no.3.Lesson plan prepared by B.Ed.-M.Ed.(Integrated) Semester-V student teacher attached in supplementary material file Annexure-II.

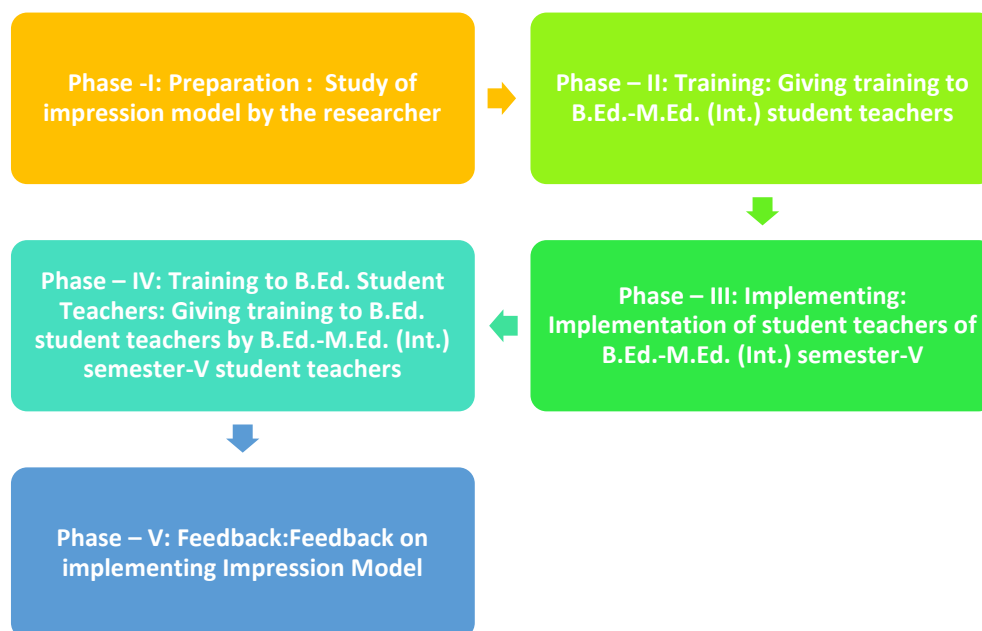


Figure No.3. Training to apply Impression Model

Phase -I: Preparation : Study of impression model by the researcher

- Understanding the foundation of the Impression Model
- Development of fundamental elements of Impression Model
- Development of syntax of Impression Model
- Development of the stages of implementing Impression Model
- Discussion with experts on development of elements, syntax and stages of Impression Model
- Preparing steps of lesson plan for implementing the Impression Model
 - a. Stating objective
 - b. Selection of content
 - c. Content analysis
 - d. Enrich the content
 - e. Selection of strategy
 - f. Planning of teaching (Lesson plan)
 - g. Implementing
 - h. Concluding
- Discussion with guide and expert on lesson plan
- Development of lesson plan of Geography subject

Phase – II: Training: Giving training to B.Ed.-M.Ed. (Int.) student teachers

- Selection of the student teachers
- Orientation of the Impression Model
- Demonstration of the Impression Model

Phase – III: Implementing: Implementation of student teachers of B.Ed.-M.Ed. (Int.) semester-V

- Selection of the content by student teachers
- Designing of Learning plan of the content

Discussion with guide and modification in lesson plan
Implementing impression model on school students by B.Ed.-M.Ed. (Int.) student teachers

Phase – IV: Training to B.Ed. Student Teachers: Giving training to B.Ed. student teachers by B.Ed.-M.Ed. (Int.) semester-V student teachers

Visit to B.Ed. training college
Orientation of impression model by B.Ed.-M.Ed. (Int.) semester-V student teachers to B.Ed. student teachers
Drafting the learning plan by B.Ed. student teachers
Draft checking by B.Ed.-M.Ed. (Int.) semester-V student teachers
Implementing plan on school students by B.Ed. student teachers
Feedback from B.Ed. Student teachers

Phase – V: Feedback: Feedback on implementing Impression Model

Sharing of experiences by B.Ed.-M.Ed. (Int.) semester-V student teachers.

Analysis of data

By implementing the Impression Model on the pilot basis questionnaire was used to know the opinion of the student teachers. With the help of responses following analysis is done. This analysis also reveals the teacher's role, student's role, assumptions of Impression Model.

Regarding to question No.1, after qualitative analysis of the responses on the basis of pilot testing researcher found that Impression Model emphasizes on step wise teaching-learning process to be used in the classroom, this is new strategy of teaching that impresses to students, teacher performs active role and it creates positive environment in the classroom.

Regarding to question No.2. after qualitative analysis of the responses on the basis of pilot testing researcher found that assumptions of Impression Model are to impress to the students, content mastery is required, drafting of the content needed and participation of students enhances the impression of the teacher.

Regarding to question No.3. after qualitative analysis of the responses on the basis of pilot testing researcher found that teacher's role during teaching learning process is active, instructor, facilitator, environment creator and encourager of positive behavior of students.

Regarding to question No.4. after qualitative analysis of the responses on the basis of pilot testing researcher found that student's role during teaching learning process is active, curious, focused, interested, participatory and carefullistener.

Regarding to question No.5. after qualitative analysis of the responses on the basis of pilot testing researcher found that individual practices, group practices, presentation, question answer, sharing personal experience, field visit and experiential learning strategies can be used under Impression Model.

Regarding to question No.6. after qualitative analysis of the responses on the basis of pilot testing researcher found that teacher need a plan of the work, see concepts and their theoretical background, content enrichment, proper lesson time management, using resources and scope of thinking to students.

Regarding to question No.7. after qualitative analysis of the responses on the basis of pilot testing researcher found that after conducting the lesson by impression model student teachers have good experience, challengeable to teachers and way to reach outside the classroom.

Regarding to question No.8. after qualitative analysis of the responses on the basis of pilot testing researcher found that student teachers of the B.Ed.-M.Ed.(Int.) Semester -V guided to B.Ed. student teachers and they experienced that this model is useful to all subjects and beneficial to students.

Regarding to question No.9. after qualitative analysis of the responses on the basis of pilot testing researcher found that this model is used by B.Ed.-M.Ed.(Int.) Semester -V student teachers and they found that this model increases thinking process, motivated for participation and as per the content impression strategies teachers can use.

Regarding to question No.10. after qualitative analysis of the responses on the basis of pilot testing researcher found that drafting of the lesson plan it is quite easy and effective, different from other method and outcome-based teaching-learning process which happens in the classroom.

Regarding to question No.11. after qualitative analysis of the responses on the basis of pilot testing researcher found that both students and teachers impress to each other.

Regarding to question No.12. after qualitative analysis of the responses on the basis of pilot testing researcher found that suggestions regarding to impression model needed to use some techniques during impressing.

Result and Conclusion

Conclusions are found that Impression Model is very good to use but preparation is required by the teachers for impressing students. We can use various strategies for implementing the model. Though it is time consuming but it makes teaching-learning process enjoyable and enthusiastic. Impression Model states its philosophy that impresses each other by presenting our abilities.

Discussion

Models are used for creating a learning environment in the classroom. A model of teaching is a description of a learning environment. The description has many uses, ranging from planning curriculums, programs, activities, courses, units and lessons to design instructional materials such as books and workbooks, multimedia programs, and computer-assisted learning programs. Because the models provide learning tools for students, they are uniquely suited to the development of programs for students whose "learning histories" are cause for concern. Impression model is somewhat related to human behavior in the classroom situation. Every human can respond separately. Though Impression Model have Philosophical Foundation, it can helpful to nation to inculcate human value, nation culture among their citizens.

Social benefits of the study

The Impression Model is a philosophical foundation-based model that leads to awareness creation among people, virtue creation, analytical thinking, scientific thinking, and creating socially responsive citizens of a country. School students are the attraction of society and are growing through school education, and people believe them fairly. We can take advantage of that point. The two benefits that will come from this project are: first, we will make the school students future responsive citizens, and second, society will appreciate the duty towards transmission of culture, values and ethics of country. Not only selected societies or countries but also countries around the world will think about their cultural diversity and diversity in culture . It is important to train people about maintaining and managing human resources.

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Supplementary Information

Annexture-I

Questionnaire for B.Ed.-M.Ed. (Integrated) Semester-V Student Teachers

1. Do you know about Impression Model of teaching? Yes/No
If yes, then write about it 3/4 lines.
2. State the assumption/s behind the Impression Model.

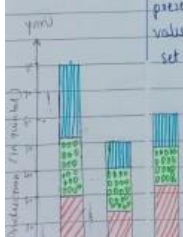
3. Define the teacher's role in Impression Model.
4. Define the student's role in Impression Model.
5. Which strategies teacher can use for making impression in the classroom?
6. Which preparation is required for implementing Impression Model?
7. Give your experiences during the implementation of Impression Model.
8. Give your experiences about guiding Impression Model to B.Ed. student teachers.
9. What is your opinion about Impression Model?
10. Give your opinion on drafting the lesson plan.
11. How we can make this model as a student centric model in recent era.
12. Give method wise suggestions for upgrading this model.

Annexure-II

Lesson plan prepared by B.Ed.-M.Ed.(Integrated) Semester-V student teacher.

Name - Ashwini Subhash Shinde School - Kolhapur English School Subject - Mathematics Topic - Statistics Sub-topic - Sub-divided bar graph Teaching Method - Impression Model Std - 9th	
Learning outcomes - 1) Student will be able to arrange the information. 2) Student will be able to draw a sub-divided bar graph.	
Objectives	Specifications
<u>Remembering</u> To enable students to relate the values of given information.	• Student relates the values of given information.
<u>Understanding</u> To enable students to classify the values of given information.	• Student classifies the values of given information.
<u>Applying</u> To enable students to identify the difference between the values.	• Student identifies the difference between the values.
<u>Analyzing</u> To enable students to divide the given information on graph paper.	• Student divides the given information on graph paper.

			material	time
1) <u>Encouragement:</u>	Teacher shows the picture on a board Teacher asks some question about the graph. Which type of graph has seen in the graph 3) The graph shows the information about	student observe the graph carefully & answers the questions → faint bar graph → student answer the graph is about the production and years.	Drawn a graph on board	3min
2) <u>Curriculum framework:</u>	1) Draw a graph (Sub-divided bar graph) 2) Define Sub-divided bar graph	1) Teacher tells about graph 2) Teacher defines sub-divided bar graph The diagrams which simultaneously present total values of a set of data		Sequence of steps - (create impression) 5min.
3) <u>Presentation:</u>	Definition of Sub-divided bar graph: The diagram which simultaneously present total values of a set of data	• Teacher explains how to solve the question. • Teacher draws a X axis & y axis on board & tells students how to draw a sub-divided bar graph • Teacher also explains them how should they divide the given information & draw a sub-divided bar graph		Student listens & observe carefully



Production (in thousand)	Wheat	Sugar	Rice
2015-2016	20	10	10
2016-2017	20	10	10

Steps	Content	Teacher's Activity	Students Activity	Educational material	Component of model	Time
4) <u>Individual Practices</u>	To draw a sub-divided bar graph on given example by teacher	<ul style="list-style-type: none"> Teacher provide one example to each student & ask them to draw sub-divided bar graph on graph paper 	<ul style="list-style-type: none"> student observe the example student make the total of given information student draws a graph in their graphbook 	Example sheet	Principle of Reaction (Learning process the sense organs of language)	
5) <u>Structural practices</u>	Group Activity (Teacher ask the reasons)	<ul style="list-style-type: none"> Teacher make the group of two students & ask them to observe the graphs are drawn according to them in different form 			The social system principle of learning communication	
6) <u>Reflection formation</u>		<ul style="list-style-type: none"> Teacher interact with the student & ask them how they observe the graph Are the drawn graphs are correct or not Teacher takes the reason from the student 	<ul style="list-style-type: none"> Student tells how they have drawn the graphs & they are different Some student tells the teacher they arrange in ascending order and starts to draw a graph 			
7) <u>Application</u>		<ul style="list-style-type: none"> Teacher ask students to collect the marks of any three subjects of their last years & draw a sub-divided bar graph 				
<u>Home assignment:</u>		Teacher gives another example				