

OVERVIEW

A review of the literature indicates no particular consensus in educational thought as it relates to teaching. Unfortunately, since each of these basic movements is limited in comprehensiveness, the benefits that can be derived from their particular point of view are similarly limited. Only through a comprehensive theory of pedagogy can an integration of the information provided by each be organized into a coherent form useful to teachers, teacher trainers and evaluators.

PART II. COMPREHENSIVE PARADIGM OF TEACHING

Education, like any other field, suffers if the basic model used for its explication is not broad enough. The inadequacy of a model derives from the exclusion of valid information which thereby limits its effectiveness. For example, in medicine, acupuncture was viewed with scepticism by American doctors since it contradicted the accepted model of the workings of the human nervous system. Now, however, faced with data that are hard to refute, American doctors are beginning to realize how limiting their model has been because it led them to focus on drug therapy in spite of the resultant negative side effects. Meanwhile, the model led to neglect of other alternative approaches suggested by folk remedies like mustard plasters, hot water bottles and ice packs because the remedies contradicted the mind set established by the accepted medical model.

In order to avoid analogous problems in education, a comprehensive, theoretically based model needs to be developed that integrates all relevant information obtained from research and experience and provides for its own perpetual self-renewal.

The Anisa Model of education represents an intensive effort in this direction. It is this framework, then, which appears best suited for the building of a comprehensive paradigm of teaching.

This portion of the dissertation is an attempt to construct a paradigm that will rest upon the extensive research into philosophy, development, learning, and curriculum conducted by the Anisa staff. A brief summary of the Anisa philosophy, theory of development, theory of learning, theory of curriculum and teaching can be found in chapter six. For a further elaboration of the Anisa Model see Appendix.

The intention of this paradigm, based on the work of Anisa, is to set forth some general hypothesis, in the form of propositions, which represent the most accurate interpretation of the reality of teaching which can be currently derived from research, experience, and our current state of knowledge.

The paradigm is termed comprehensive because it attempts to address all relevant aspects of teaching. However, calling the paradigm comprehensive does not mean that the paradigm includes or explains all educational practices, techniques, or goals. The paradigm represents

a stand on what teaching should be instead of what it is. Also, its focus is on teaching - not on curriculum, its planning or design.

Basically, teaching is viewed as arranging environments, guiding the child's interaction with them to achieve the educational goals of the curriculum, and evaluating development and the methods of its facilitation.