BEST: International Journal of Humanities, Arts, Medicine and Sciences (BEST: IJHAMS)
ISSN (P): 2348-0521, ISSN (E): 2454-4728
Vol. 4, Issue 12, Dec 2016, 111-120

EFFECTIVNESS OF INSTRUCTIONAL MODEL BASED ON MIND BRAIN AND EDUCATION SCIENCE APPROACH

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ABSTRACT

Education system of every country is based on certain aims and objectives hence educational policies are planned to achieve those aims and objectives through curriculum on the basis of which instructions are imparted, in school setup students continuously go through different grades and at each level they are provided information and knowledge by teachers to be evaluated at the end of session or intermittently. Every teacher follows his own system of instructional delivery. there are many teaching models based on learning theories which are available to be followed by teachers in their day to day teachings, every model of teaching s based on some learning theory prevalent at that particular time, may it be behaviourist, cognitive or constructivist. Education has constantly updated its knowledge base since its inception from behaviourist to cognitive then constructivist. The major focus of education is to develop higher order thinking, it is directly in congruence to science of human learning Mind Brain and Education (MBE) has been assigned as new science of teaching and learning (Tokhuhama, 2010) it provide ways to inculcate interdisciplinary research findings of neuroscience, psychology and developmental biology to knowledge base of educational problems. The whole world is experiencing major paradigm shift in educational theories and practices since the advent of evidence based practices and it has become essential to think beyond the boundaries of specific field in education. The process of teaching and learning is interlinked and interdependent. Successful learning is the outcome of successful teaching, so, instructional system focused on effective methods to accelerate the process of learning is required. A teacher would know how learning takes place, the role of brain and genetics along with environment, their teaching would be effective. There is large data base of knowledge on human learning, different psychological and neurological findings but an Instructional Model to sequence the events of teaching learning process is needed, in present study author has attempted to develop an instructional model based on ground theory analysis of MBE science, instructional guidelines of Tracey Tokhuhama Espinosa(2010) It outlines different physiological, neurobiological and psychological aspects of teaching and learning to make it more effective. The effectiveness of 7c's instructional model is measured with experimental design where experimental and control group has significant difference on pre test and post test scores (t=3.381).

KEYWORDS: Mind Brain Education (MBE), Teaching Learning Process, Instructional Model. Achievement Test