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ORIGINAL ARTICLE

Effectiveness of Role Playing Model (RPM)

Rajendrakumar Patil

Sinhgad College of Education, Narhe Pune.

Abstract:

Teacher education has undergone many welcome changes nowadays. Newly emerged trends are practiced in the teacher education institutions. Models of Teaching (MOT) are one of them. Many psychologists described learning theories. It was Bruce Joyce and Marsha Weil who had taken sincere efforts to create lot of creative work in the form of Models of teaching which are based on learning theories. MOT's are alternatives to Methods of teaching. Using MOT in the classroom is nothing but implementation of researches which will lessen the wide gap between daily teaching & related researches. In present experiment researcher found that, the Role Playing Model was effective to increase the achievement of the Students.

KEY WORDS:

MOT, RPM

Meaning of MOT

MODEL

"Means of transferring a relationship or process from its actual setting to one in which it can be studied more conveniently."

MODELS OF TEACHING

"Models of Teaching are instructional designs which describe and specify learning situation which facilitate learning more and more." (Joyce & Weil)

Families of MOT

Families of MOTs are of four types

1 Information Processing 2 Personal 3 Social

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Interaction 4 Behavior modification

DESCRIBING MODEL

1 Focus 2 Syntax 3 Social system 4 Principles of reaction 5 Support system

ROLE PLAYING MODEL (RPM)

Role playing is spontaneous & joyful activity.

ROLE

A role is a patterned sequence of feelings, words & actions --------. It is unique & accustomed manner of relating to others. (Chestler & Fox)

ROLE PLAYING (RP)

1 Role Playing is vehicle that forces people to take the roles of others
2 Role Playing is simulation which involves & focuses on interactions between the players without a structure of rule or competition. (Bob Wilson - Training Teaching)
3 Role Playing refers to a group of technique in which participants are asked to accept a different identity to try to think their way into someone else's situation & perhaps into their minds as well.

Role play deals with the problems through actions, a problem is delineated, acted out, and discussed. The Role Playing (RP) serves as a vehicle for students to i) explore their feelings ii) gain insight into their attitudes, values, perceptions iii) develop their problem solving skills and attitudes iv) explore subject matter in varied ways.

POSSIBLE FOCUS OF A ROLE PLAYING SESSION

I)Feelings
·Exploring one's own feelings
·Exploring other's feelings
·Acting out or releasing feelings
·Experiencing higher - status roles in order to change the perception of others & one's own perceptions

II)Attitude, Values & Perception
·Identifying values of culture or subculture
·Clarifying & evaluating one's own values & value conflicts

III)Problem Solving Attitudes & Skills
·Openness to possible solutions
·Ability to identify a problem
·Ability to generate alternative solutions
·Ability to evaluate the consequences to oneself & others of alternative solutions to problems
·Experiencing consequences & making final decision in light of those consequences
·Analyzing criteria & assumptions behind alternatives
·Acquiring new behavior

IV)Subject Matter
·Feelings of participants
·Historical realities: historical crises, dilemmas & decisions

SYNTAX OF RPM

Phase I Warming Up the Group

·Identify the problem
·Make problem explicit

·Interpret problem story, explore issues
·Explain role playing

Phase II Select Participants

Analyze role
Select Role players

Phase III Set the Stage

Set line of action
Restate roles
·Get inside problem situation

Phase IV Prepare Observers

Decide what to look for
Assign observation tasks

Phase V Enact

Begin Role Play
Maintain Role Play
Break Role Play

Phase VI Discuss & Evaluate

Review action of Role Play (events, positions, realism)
Discuss major focus
Develop next enactment

Phase VII Reenact

Play revised role, suggest next steps or behavioral alternatives

Phase VIII Discuss & Evaluate

As in phase VI

Phase IX Share Experiences & Generalize

Relate problem situation to real experience & current problems.
Explore general principles of behavior.

SOCIAL SYSTEM

It is moderately structured. Teacher – Guide, reflective & supportive. Initiation at the start. Encouragement to the students for free & honest expression of ideas & feelings. Trust between teacher & students.

Principles of reaction

1)Accept student responses & suggestions in a non evaluative manner
2)Help the student in exploring various sides of the problem situation
3)Increase students awareness of their own views & feelings.
4)Emphasize the different ways to play the role & different consequences.
5)Help students look at the consequences to evaluate a solution & compare it with alternatives.

SUPPORT SYSTEM

Problem situation, sources –films, novels short stories, problem stories.

EFFECT OF RPM

Instructional Effect

1.Analysis of Personal Values and Behaviour
2.Strategies for Solving Interpersonal Problems
3.Empathy

Nurturant Effect

1.Facts about Social Problems and Values
2.Comfort in Expressing Feelings

STATEMENT OF PROBLEM

Effectiveness of Role Playing Model in teaching

OBJECTIVES

1.To prepare lesson notes based on Role Playing Model
2.To compare Role Playing Model & Traditional teaching method with reference to post achievement test
3.To study effectiveness of Role Playing Model

HYPOTHESIS

H 1 There is no significant difference between the performance of the students from control & experimental group in pretest
H 2 There is no significant difference between the performance of the students from control & experimental group in posttest.

RESEARCH PROCEDURE

Experimental method is adopted for the present study. Two Group Pretest Posttest Experimental design was used.

The Experiment

The researcher selected Utkarsh Marathi Medium School Ambegaon Pune. Sixty students in the Std 6th were selected for the experiment. The investigator administered a pretest on the sample & formed two groups i.e. control & experimental consisting 25 students each. Lessons based on traditional method & RPM on Nutrients of Std 6th Science were conducted on both control & experimental group respectively. After the treatment the investigator administered posttest on both the groups & compared the results. The data was analyzed & interpreted to test the effectiveness of RPM.

ANALYSIS & INTERPRETATION OF DATA

The data was analyzed with the help of statistical & non statistical measures. The't' test was used to test the hypotheses. The investigator collected data & calculated the't' values to compare the achievement of students from control & experimental group as shown in table 1.

Table 1

Group	N	Mean	SD	't' value	
Control	25	9.88	1.46	6.19	2.80 at 0.01 level.
Experimental	25	14.08	3.04		2.06 at 0.05 level

CONCLUSIONS

1.The hypothesis H 1 is accepted because no significant difference was found between the performance of the students from control & experimental group in pretest.
2.The hypothesis H 2 is rejected because significant difference was found between the performance of the students from control & experimental group in posttest.

RECOMMENDATIONS

Following are some recommendations

1.During the experiment it is found that students were interested in teaching by RPM so Models of Teaching should be adopted extensively in teaching at secondary level.
2.Secondary teachers should be made aware of new techniques & models. It is the responsibility of teacher education institutions to do this.
3.The information of new techniques, methods & approaches should be given to the teachers in inservice training programmes.

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