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This chapter presents the crucial roles played by educators in developing desired values and attitudes alongside the content knowledge they are tasked with imparting in their classrooms. Educators are often not fully aware of how their behaviour, which is always on display and visible to students, impacts the development of desired behaviour patterns. The cultivation of positive behaviour in students is essential for harmonious human co-existence and serves as a powerful tool in building fully functioning societies. The chapter explores the relationship between effective educator role modelling and its impact on students' academic performance, social skills, and overall personal growth, while acknowledging that societal values in the 21st century are influenced and shaped by culture, technology, and socio-economic factors. The chapter aims to provide educators with an understanding of how role modelling and exemplification learning can be used as powerful strategies for shaping students' knowledge, skills, values, and attitudes, ultimately helping them become responsible, empathetic, and well-rounded individuals.

17.1 Learning Outcomes

- After studying the Chapter, one should be able to
- Explain role modelling as a strategy.
- Understand the use of role modelling in the classroom.
- Discuss how to prepare a role-modelling learning strategy.
- State the advantages and disadvantages of exemplification learning.
- Identify the techniques of ineffective exemplification of learning.
- List the dos and don'ts in exemplification of learning.

17.2 Clarification of key terms

- Role modelling and exemplification learning are powerful educational and behavioural concepts that involve observing and emulating the actions, behaviours, and qualities of others to acquire knowledge, skills, and values.
- Role modelling refers to the process of individuals imitating or adopting the behaviours, values, and attitudes of role models who serve as examples.

- Exemplification learning involves providing concrete examples, models, or prototypes to convey abstract concepts or ideas.
- Role models can employ exemplification techniques to convey their values and behaviours more effectively.

17.3 Introduction to Role modelling as a learning strategy

Role modelling is a highly effective learning strategy that involves observing and emulating the behaviour, actions, and attributes of individuals who serve as role models. These role models can be people who excel in a particular field, possess admirable qualities, or have achieved success in areas of interest. This learning approach is based on the premise that we can learn valuable lessons and acquire new skills by studying the actions and attitudes of those we admire.

Role modelling relies on the power of observation. By closely observing the actions and behaviours of a role model, students can gain insights into how to approach challenges, make decisions, and navigate various situations. Role modelling is not limited to the development of character traits or values; it can also be applied to skill development. Observing and imitating the actions of an expert can help students acquire new skills more effectively. The educational value of observing and imitating is a primary way to train individuals in skills-based professions, such as nursing, education, and engineering, to name just a few.

17.4 Role modelling in classrooms

Role modelling is a powerful classroom strategy where a teacher, through their actions, behaviours, and reasoning, serves as an example for students to emulate. The teacher demonstrates the expected values, skills, attitudes, and ways of thinking that students are encouraged to adopt. Modelling helps students acquire various skills that are often more beneficial than verbal and physical activities. In a classroom setting, role modelling can be defined as an activity that communicates to students vital information, enabling them to see what they should be learning by observing how the teacher presents themselves. Humans, by their very nature, imitate what they see. One need only observe how a young child acquires behaviour patterns by watching those in their immediate environment. Unfortunately, children do not have inbuilt 'filters' to distinguish between 'good' and 'bad' behaviour patterns.

This is where teachers have a role to play. Students imitate what they see their teachers doing. Chowdhury (2016) states emphatically that good character comprises virtues that should be imitated. As students observe their parents and learn how to perform household chores, they also learn a great deal by observing the teacher during instruction. The practice of role modelling is especially effective when applied to young children who learn quickly through demonstration or observation. In this technological age, many teachers incorporate technological devices into their instruction to enhance the technological skills of students. Ungar and Baruch (2016) reported that teachers act as role models when they integrate technology into their teaching. This suggests that by imitating their teachers, students will be guided on how to use technology in learning.

Albert Bandura's social cognitive theory defines modelling as 'learning by observing others' (Bandura, 1997). Bandura explains that learning occurs through observation of others. He further elaborates on how children observe the actions of others, especially those who are competent, powerful, prestigious, or even celebrities, who influence their lives in various ways. They imitate their virtues and aspire to be like them in the future if they believe they can achieve their goals. Likewise, teachers should practise role modelling in the classroom for the future development of their students. The psychological processes underpinning effective modelling include attention, retention, production, and motivation (Bandura, 1997).

17.5 Preparing a productive role modelling learning environment.

Effective productive role modelling consists of attention, retention, production, and motivation. These elements are crucial for students to achieve their objectives. Since observation is the key factor in modelling, students should pay attention when observing. Therefore, teachers must ensure that any form of distraction is eradicated to create a conducive environment in the classroom, enabling students to focus on learning through observation. Students watch their teachers as they walk, talk, write, type, and speak, among other activities.

Secondly, when students pay attention to observational learning in the classroom, they can retain what they have seen. Teachers should direct students' attention to how they can retain what they have observed through verbal steps, visual images, and rehearsal or practice. The next step is production. Teachers should instil in students' minds that actual practice is vital for them to reproduce the virtues or behaviours they have learned, which will help them become experts. The use of reinforcement techniques, such as acknowledging and praising the desired behaviour, motivates students to practice the desired actions often. These steps can help students remember what they have learned. Reinforcement is a powerful strategy that can motivate students to learn. When students see others being positively reinforced, it can encourage them to do the same. Teachers should follow the steps in observational learning in classroom settings, which include:

- Directing students' attention to the actions they want them to observe.
- Fine-tuning already learned behaviour by telling the students the right action to imitate.
- Inhibit or shun bad action so that other students will not imitate it.
- Teaching new behaviours to the students that will be beneficial to them in future.

17.6 Advantages and disadvantages of exemplification learning

Exemplification learning is a learning paradigm that focuses on learning by examples or learning through examples. In this learning paradigm, the student is presented with examples and is expected, through a process of extracting, defining, and applying from the example, to perform several actions which could range from making decisions and predictions to solving problems. It is an educational technique that can be used to help students understand concepts, ideas, or skills that can only be made explicit through real-world applications and concrete scenarios. The use of this learning paradigm, as with all other approaches, has both advantages and disadvantages.

17.6.1 Advantages of Exemplification Learning

Exemplification learning, as a powerful tool, offers several advantages in educational settings. Primarily, because it makes use of real-life examples, it helps students attain a better understanding of abstract concepts. Students are often challenged with theoretical ideas without practical examples. In teacher training and education, where the aim is to induct pre-service teachers into the planning and presentation of a lesson, first-year students struggle to find synergy between and align identifying learning outcomes, learning activities, and assessment. By the time pre-service teachers exit after four years of training, they are required to demonstrate their ability to do all of the above while tapping into the child's prior knowledge, using teaching resources effectively and appropriately, and maintaining order in a class of 30 or more students. In this scenario, teacher educators not only model the desired competencies in their classrooms but also send pre-service teachers into school classrooms to learn from professional teachers.

Observing professional teachers integrate theory taught in university classrooms demonstrates the link with practice, making the theory come to life and 'stick' in the minds of pre-service teachers, which is crucial for long-term learning. At the same time, being present with a host teacher in a real-life classroom, dealing with potential problems, becomes a template for future solutions across different contexts. It offers the future practitioner the opportunity to reflect on their practice and interrogate their own beliefs that underpin their practice. The pre-service teacher takes away and incorporates from what is observed those aspects which appeal to their learning styles and personalities.

Exemplification learning helps students gain confidence in their ability to understand and apply abstract concepts when they see concrete examples of how those concepts work (consider the pre-service teacher not knowing how to, for example, introduce a lesson). The element of actively engaging with what is presented and/or observed in a teacher-training context provides opportunities for discussions and reflection on how to adapt what is learnt to future situations, which, according to Bloom's taxonomy (Stayanchi, 2017), is a higher-order cognitive exercise. Pre-service teachers are encouraged to gain experience in schools of their choice during the first two years of their training. This implies that they gain experience in environments where they feel comfortable and at 'home'. Watching their former teachers demonstrating the concepts they learn about in a language they understand is powerful in aiding comprehension while bridging linguistic divides that exist in university settings.

Exemplification learning is a versatile and effective teaching strategy that can improve comprehension, retention, and application of knowledge across various educational domains and levels..

17.6.2 Disadvantages of exemplification learning

As with any learning and teaching strategy, exemplification has some disadvantages. There is a risk that one may choose to model their own behaviour with examples that lack depth. The chosen example may aid in understanding the concepts but may not encompass every aspect that some concepts require. Imagine pre-service teachers who model their teaching style on that of someone whose fashion sense, vocabulary, and habits they admire, without fully grasping the person's underlying teaching philosophy. This is an example of modelling one's behaviour on surface-level aspects rather than the essence of teaching. Poorly chosen examples may lead to misunderstandings or misconceptions.

Some examples may also offer limited transferability across contexts. What works in one context may not work in another. This is especially true when one teaching approach succeeds in School A but not as well in School B, or even across two classes within the same school. Group dynamics play a significant role in human interaction, which accounts for success in one environment but not in another. Young, inexperienced teachers may become despondent and develop a narrow understanding if what they planned so meticulously is not successful in a particular context. Every failure offers an opportunity to learn if one engages actively and asks themselves, "Why did it not work?"

Some students are always looking for a 'how-to' template, thereby limiting their creativity. Teachers ought to carefully consider the educational impact of presenting students with examples first before asking them to develop their understanding of a concept. Students indeed vary in their comprehension of the examples presented to them. What makes sense to the teacher does not always resonate with the students. One should, therefore, always be prepared to offer additional examples and support to those who did not connect with or understand the example. In fast-paced learning environments, teachers often may not have the time to present multiple examples. The teacher is the subject-content expert and will know when examples alone are insufficient to generate the required understanding of complex concepts. It requires skilful teachers to know how and when to present theoretical background alongside examples.

17.7 Techniques in Effective Exemplification Learning

Choosing appropriate examples to illustrate difficult concepts is part of the skill set of experienced teachers. These teachers do not only know their content area well, but they are well versed in student dynamics such as learning styles and other factors which may or may not impact how well students can connect with the presented example. Teachers must select relevant examples. The selected examples must directly relate to the concept that is taught, as well as connect with the student's prior knowledge. Good examples are clear and directly support the learning objectives or outcomes the teacher attempts to achieve. Closely related to the issue of relevancy is the choice of a range of examples that caters to different learning styles and, at the same time, allows for a comprehensive understanding of the concept. The use of many different examples to illustrate the same concept enables students to have a broader understanding of the concept. If possible, teachers should incorporate real-time examples, which work well in all learning areas. In explaining concepts, whenever possible, incorporate current, real-time examples that link up with students' experiences and interests.

Another technique that is explained in more detail in Chapter 19 of this book is the use of visual images to illustrate an abstract concept. In a 21st-century classroom, teachers need to incorporate visuals like diagrams, images, or videos to complement the examples and provide a visual context for better understanding. The use of concrete and vivid imagery greatly adds to students' ability to remember the information beyond the classroom. The educational value of well-chosen examples increases when teachers can point to real-world applications of the concept. An example of this is when Year 4 teachers in a Mathematics class connect their lessons on 2-D and 3-D shapes to how this information becomes relevant and applicable in a real-life setting.

In language classrooms, storytelling works well in explaining difficult abstract concepts. Framing examples within a story setting and getting students to discuss and reflect with their peers to reach a common understanding taps into the benefits of peer collaborative learning. Stories have a charm of their own, which can captivate students' attention and help them grasp meaning. It is advisable to begin with simple, straightforward examples and gradually introduce more complex ones as students become more comfortable with the concept. Teachers should strive to set up interactive activities which require students to apply the concepts using the provided examples in peer and group settings. Working in peer and group settings opens a space for students to share their examples or experiences related to the concept under discussion. Such activities promote collaboration and provide students

with diverse views, which all enhance the learning experience. Teachers must remember to close the feedback loop by providing feedback on peer-shared examples and, most importantly, align assessment activities to the exemplified concept.

Therefore, using these techniques, educators can effectively harness the power of exemplification learning to create engaging and meaningful learning experiences for their students.

17.8 Do's and don'ts in exemplification learning

If examples are to be used effectively to illustrate concepts which otherwise difficult to grasp, teachers must keep the following in mind:

Do's:

- Choose relevant examples which the students can easily relate to.
- Offer a variety of examples that cater to different student learning styles and perspectives.
- Use real-world situations which students can relate to.
- Start simple and progress to more complex examples.
- Choose examples that relate to students' prior knowledge.
- Incorporate visuals, diagrams, and other multimedia elements in lessons.
- Provide feedback on student-generated examples.
- Use examples to stimulate peer interaction and collaboration among students.

Don'ts

- Avoid using examples that are not closely related to the concept being taught. Students may get confused.
- Do not choose complex examples which are too difficult for students to understand. This calls for a keen understanding of students' level of cognitive development.
- Do not rely only on examples to get your point across. Supplement examples with information on theory to ensure that students fully understand the concept.
- Be careful not to use examples which may be biased or controversial. Teachers must not spread or maintain stereotypes or reinforce prejudices. Examples used in a classroom must always be respectful and inclusive of all students.
- Before using any example, teachers must check their facts and ensure that the chosen example is well-researched and that the information is accurate.
- The overuse of examples can also be counterproductive. Do not overwhelm students with too many examples. The aim is to go for well-chosen ones that adequately illustrate the content being taught.
- Do not ignore student feedback on the chosen examples. If the chosen example is too confusing, it is better to change one's approach or add another example.

The purpose of using exemplification learning as a technique is to enhance student learning. This can be achieved by selecting examples that contribute to creating meaningful and engaging learning experiences.

17.9 Case Study: Exemplification of learning

In the following short excerpt, the teacher provides students with examples that help them understand the concept of 'joint demand'. Pay careful attention to how the teacher chooses examples that the students are already familiar with.

Teacher: Do you recall what we said about joint demand, that when two commodities are demanded together to satisfy human wants?

Teacher: Can you think of two commodities that can be demanded together to satisfy a want?

Lucy: Tea and Milk

Teacher: Good. Another example?

Ambrose: Fuel and car

Teacher: Excellent!

Doris: Bread and butter

Teacher: What will happen if the price of one increases?

Felix: The price of the other one will also increase.

Teacher: Yes, the price of the other one will increase because the two of them will be jointly demanded to satisfy a want.

17.10 Conclusion

In this chapter, the educational merits of role modelling and exemplification learning are presented for teachers to consider as additional techniques to enhance student learning. The chapter aims to illustrate the relationship and effect of teachers' displayed behaviour patterns on student learning when using well-chosen, carefully designed examples to explain abstract concepts. In the section on role modelling, the impact of teacher behaviour on student learning is further explored. The aim is to create an awareness that teacher behaviour and practices in a classroom affect the attainment and mastery of learning objectives, whether the teacher is aware of it or not. The section on exemplification learning provides information on techniques and what to consider when using this strategy. It unpacks the advantages, disadvantages, techniques, and aspects for the reader's consideration. A short case study illustrates the use of the strategy in an Economics class. In conclusion, teachers and lecturers need to be aware of how the hidden curriculum—manifested in their own behaviour patterns and classroom practices—implicitly impacts what students take away from the educational environment.

17.11 Reflective questions

1. Explain role modelling as a strategy.
2. What are the uses of role modelling in the classroom?
3. Discuss how to prepare a role-modelling learning strategy.
4. State the advantages and disadvantages of exemplification learning.
5. Identify the technique's ineffective exemplification of learning.
6. List the dos and don'ts in exemplification of learning.

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