

# Jurisprudential Inquiry Model of Teaching

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# Jurisprudential Model of Teaching

- **Brauce Joyce and Marsha Weil (1986) developed Jurisprudential Model of Teaching.**

Pedersen (1990) modified the original Joyce and Weil Jurisprudential Model (1986) to create a jurisprudential inquiry model of teaching that effectively lends itself to the study of science, technology, and societal issues in the classroom.

# Jurisprudential Model of Teaching...

- Meaning Derived from
- French jurisprudence which mean "knowledge of law," and
- Latin iurisprudentia "the science of law," from iuris “
- which mean “of right, of law” + prudentia "knowledge, a foreseeing".
- Meaning "the philosophy of law"
- Jurisprudence implies creating a body of law and methods for interpreting the law, studying the relationships between law and society, and predicting the effects of legal decisions.

# Jurisprudential Model of Teaching...

- The jurisprudential inquiry model approaches teach issues by dividing a class into the issue viewpoints(Favour or Against) through the use of information-acquisition strategies and classmate interactions, Students present their views to a class-selected board of arbiters.
- It is the boards responsibility to listen to the student arguments in a public hearing and render a decision on the issue.
- The final phase of this teaching strategy involves the creation and assessment of action plans.
- In many ways the actual action plans developed by students are just as important an outcome as the related science concepts they learned.

# Jurisprudential Model of Teaching...

- **Learning to think about social policy.**

There is a cognitive basis for prejudice in lack of knowledge, poor reasoning skills and shallow commitment to basic democratic norms and values

- **It is a model in Social Family of Model**

It is a systematic discussion. No teaching of Subject; but the discussion of social issues related to unit in the subject. More useful for Social Subjects.

- **Suitable for issue relate to following areas of knowledge**

History

Geography

Civics

- Economics

Languages

Sociology

- Political Science

Science

# Jurisprudential Model of Teaching...

- BASIC ASSUMPTIONS
- Social values legitimately conflict with one another. Negotiations of difference can help to resolve complex and controversial issues.
- A skillful citizen is like a competent judge.
- He/She listens to the evidence, analyzes the legal positions taken by both sides, weighs these positions and the evidence assess the meaning provisions of the law and finally make the best possible decision.
- To play the role; three types of competencies are required:
  - (1) Familiarity with values
  - (2) Skills for clarifying and resolving issues
  - (3) Knowledge of contemporary political and social issues.

# Objective Jurisprudential Inquiry

- The Jurisprudential Inquiry Model has the following objectives:
  - 1. To develop the skill of dialogue, where the primary aim is clarification and problem solving.
  - 2. To develop such skills in students where they look at discussion as a process for mutual inquiry and clarification rather than combat.
  - 3. To develop such an attitude amongst the students that they begin to recognize that each person is entitled to have his or her own opinion.
  - 4. To help the students to understand those values are complex and they can analyse the situation by rational thinking.

# Jurisprudential Model of Teaching...

- **Effects (Objectives)** - Instructional & Nurturant Syntax. (Steps)
- Support System. (aids, surrounding etc.)
- Principle of Reaction. (Teacher's role)
- Social System. (Student-teacher's participation)

## **Effects (Objectives)**

- Instructional (Direct)
- Framework for analyzing social issues.
- Ability to assure role of other.
- Competence in social dialogue.
- Nurturant (Indirect)
- Empathy/Pluralism.
- Facts about social problems.
- Capacity for social involvement and desire for social action.



# Jurisprudential Model of Teaching...

- **SYNTAX**
- **Six Phases of the Model Weil and Joyce**
  - Phase I: Orientation to the Issue
- Phase II: Identifying and Defining the Issue
- Phase III: Synthesizing the Research Information into Arguments
- Phase IV: The Public Meeting
- Phase V: Clarification and Consensus
- Phase VI: Application

# Jurisprudential Model of Teaching...

- **Phase 1. Orientation to the case:** Teacher Present facts. Review social broad scenario.
- The initial step of this model introduces students to the selected issue.
- This occurs on the very first day that the topic is being studied.
- During this initial stage, the teacher must accomplish several tasks.
- They include: Divide the class into teams of two or three students.
- Each team will be assigned a side of the issue to represent in their respective group.
- The purpose of the team is to cooperate in reading, researching, and interacting on the side of the issue that they have been assigned.
- Now arrange the teams into groups so that the number of teams in a group equals the number of sides to the issue. For example, a Black money issue may have two sides Banned and Not Be Banned.
- Therefore each group would have two teams of two (or three) members, a total of four (six) in the group.
- Assign each team within a group one side of the issue to represent. It is important to do this randomly.
- Inevitably some students will be assigned to a side of an issue that they do not believe in, but this is perhaps desirable.
- It is important to remember that the issue selected becomes the focus of the curriculum. The content becomes the support for the issue.

## **Jurisprudential Model of Teaching...**

- **Phase II: Identifying and Defining the Issue**

Finalize the problem/ question. Give a two directional statement for discussion.

- Students begin to use the content during the second phase of the model. The students, working in their cooperative teams, use the library and other resources to gather, clarify, and synthesize facts about the issue.
- The students begin to identify values and value conflicts and raise questions about opposing views.
- Prepare for an adequate number of days in the library or for working with other resources. The teacher should be prepared to give guidance to both the students and resource people when necessary.
- For example, the teacher may need to address interview techniques, help students learn to read for fact versus opinion, or assist with questionnaire design.
- The teacher may also find it necessary to touch base with resource personnel such as librarians to ensure that students get the information they need.
- Allow time for the teams to be together to research, read, interview, survey, telephone, meet , discuss the issues and what they have found, and prepare each other for a public meeting.

# Jurisprudential Model of Teaching...

- **Phase III: Synthesizing the Research Information into Arguments and Taking positions.**
- Discuss the procedure to a class. Divide a class into two sides (yes and no) of the issue. Guide them, how to discuss.
- At least one day prior to the public meeting, the students get back together as an intact class.
- At this point, the teacher will allow all of the teams representing the same side of the issue to get together to share information and prepare for the public discussion.
- It is during this time that the students need to plan a strategy for the public meeting.
- Establish a stance based on factual information.
- Point out the undesirable or desirable consequences of a position.
- Clarify the value conflict with analogies.
- Set priorities; assert priority of one value over another
- Newspaper and Camera Crew
- Prepare questions to ask selected members of the groups involved in the debate. (It will also be necessary to decide who to interview.) Be able to summarize the comments made during the interview.
- Be able to summarize the comments made during the meeting. (For the camera crew, the comments will be summarized by editing the videotape and/or adding comments of their own.)

## Jurisprudential Model of Teaching...

- **Phase IV: The Public Meeting & Exploring stances.**  
Students of a side (yes) will share their views. Teacher will argue with them and write the points on a board. Students of a side (no) will share their views. Teacher argue will with them and write the points on a board.
- It involves the students in a mock public meeting in which all students in presenting the different sides of the issue being studied.
- During the debate it is important that the students on the board of arbiters initiate and oversee the meeting.
- Maintain a vigorous intellectual climate where all views are respected.
- Avoid the direct evaluation of each others opinions.
- See that issues are thoroughly explored.
- Respect the authority of the board.

## Jurisprudential Model of Teaching...

- **Phase 5. Refining and qualifying the positions/Clarification and Consensus**
- Teacher will ask to students of a side (yes), to think on points raised by side (no) and review their own points.
- Teacher will ask to students of a side (no), to think on points raised by side (yes) and review their own points.
- During this phase, students spend two days clarifying and arriving at a consensus on the issue.
- The first day is spent with the students still divided into the respective sides of the issue, the board, the newspaper crew, and the camera crew.
- During this time the students clarify their best arguments in support of the side of the issue they represented.
- The board will be responsible for clarifying why they rendered their decision.
- The newspaper crew and camera crew will work on preparing their respective reports.

# Jurisprudential Model of Teaching...

- **Phase 6. Testing factual assumptions behind qualified positions & Application**
- Teacher will discuss on styles of thinking, logic, prejudices, socio-economical status etc.
- Teacher guides, how to make judgment by thinking.
- The final phase of this model is the most important phase.
- It is in this phase that the students take what they have learned and apply it to their surroundings. Students must be able to see the value in the science they have learned and see that, with this knowledge, they can have an impact.
- The first step of this process is for each student to propose an overall action plan with resolutions.
- Some of the ways students have applied what they have learned and became involved in community activities include: writing letters to city council, state representatives, state senators, governors, or mayor.
- Leading or participating in activities such as community cleanups, recycling activities, or petition drives.
- Attending city council meetings or local environmental meetings
- Whatever actions students take should be assessed in light of their action plan statements.
- The key to this model of instruction is that students have opportunities to apply the investigation skills and action strategies to the community in which they live.

## Jurisprudential Model of Teaching...

- **Social System Teacher initiating and controlling the discussion.**  
Atmosphere will be open, equal and intellectual.
- **Principle of reaction All views will be respected.**  
Probe the substance of students' thinking. Use questions, dialogue, contradictions.
- **Support System Source documents. Set up suitable for discussions,**  
Paper-pencil to note the points. Board.
- **Teacher's Role (Student-teacher's participation)**  
The teacher's role during this exercise is important.
- As the students are researching, discussing, and debating, the teacher should encourage the students to commit themselves to one side of the issue, but be supportive if they change their minds when confronted with new evidence, and encourage them to consider other points of view.
- At all times, the teacher should remain neutral on the issue, encourage differentiation of positions, and promote synthesis of the different positions presented to the class.



# Jurisprudential Model of Teaching...

- It is important to remember that issues are not things that a teacher can pull out of a book, they are not simply newspaper articles about issues in science, and they are not "discussing" an issue for ten minutes once a week.
- It is the integration of societal and technological issues that makes science content much more meaningful.
- The jurisprudential inquiry model can be used to accomplish that integration.
- Students must see the value of science.
- By using issues in this manner, students see how the issue impacts them and also how they impact the issue

**Thank You!**

