

## Teaching Styles

- **A Spectrum of Teaching Styles - developed by Muska Mosston**
- **The spectrum is a broad range of varied, but related, ideas that form a continuous series or sequences**
- **Solves some problems - No one best way to teach**
- **Offers a teaching style to compliment a student's learning style**

## Teaching Styles

- YOU will be responsible for three phases of the planning:
- PREIMPACT - the planning decisions - what happens before teacher/student contact; Unit/Lesson objectives; Subject matter: quality, quantity, order; questions; assessment
- IMPACT - the execution decisions - what is done during the lesson - How will the PREIMPACT decisions be implemented; anticipated adjustments to the lesson (weather?/loss of gym?)
- POSTIMPACT - the assessment - did you meet the objective(s) for the lesson - how well? - What feedback was provided? Corrective statements; value statements; neutral statements

## Teaching Styles

- The spectrum covers the following styles:
- Command
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided Discovery
- Divergent

## Teaching Styles

- Your content will be modified to meet the requirements of the different styles
- Observe the others teaching to see examples of how the styles may be used
- Will discuss the styles in their purest forms
- PLAN - PLAN - PLAN

## COMMAND STYLE

- PREIMPACT - Teacher; IMPACT - Teacher; POSTIMPACT - Teacher
- Emphasizes stimulus response learning
- Most efficient of all the styles in time
- Can produce the best results in a short time for fitness & motor skill development - Useful for short episodes of singular movements ("Ready - Exercise"); Predesigned particular sequences (compulsory exercises - gymn.; Team effort that is coordinated by rhythm)

## COMMAND STYLE

- Can be used where safety is a major concern
- Requires less knowledge on teacher's part because she/he controls all - few unpredictable questions
- This style is insensitive to individual needs/differences of the students
- No creativity or individuality - deviations are eliminated - Look for uniformity in actions
- Less extra class time spent on skills taught this way

## PRACTICE STYLE

- Beginning of the individualized styles
- PREIMPACT - Teacher; IMPACT - Multiple decisions & responsibilities for student; POSTIMPACT - Teacher
- Let students know that you are allowing them to make decisions based upon favorable responses
- Decisions for the students: Form of skill; location; order of tasks; starting time; pace & rhythm; stopping time; interval; attire & appearance; initiate questions
- Teacher responsible for quantity & feedback

## PRACTICE STYLE

- Teacher **MUST** know the difference between sloppy command & practice style
- T & L know and accept their responsibilities
- T - must be ready for changes, re-demo; different levels of performance; what to do when finished; teaching aids (charts, video)

## PRACTICE STYLE TASK SHEETS

- Contains information about the what & how of the task - easily assessed - correct/incorrect criteria
- Very specific - should not be misunderstood
- Identifies the quantity (# of reps; distance; length of time; # of skills, range of skills, etc.)
- Lowest level is below poorest performer; highest above the best
- Allows for convergent (leading to a certain way) &/or divergent (variety) responses
- Contains logistical information (e.g. how to use equipment)
- Identifies organizational format & provides a place for feedback

## PRACTICE STYLE TASK SHEETS

- Reduces the teacher's explanations
- Helps the students remember what to do & how to do it
- Records for the teacher & student of what was accomplished
- Provides immediate visual reference for teacher about what is/was done
- Reduces discipline problems
- Teaches students to follow written directions

## PRACTICE STYLE TASK SELECTION

- Standards set by biomechanical efficiency; aesthetic standard; experience of teacher
- Same for all members of the class
- Subject to correct/incorrect criterion
- Single station - single task (wt. trn. - biceps machine)
- Single station - multiple task (dribble R/L 50 times)
- Multiple stations - single task - (golf - mid irons)
- Multiple stations - multiple tasks (dribbling, passing shooting - soccer)
- S - need repetition & high ratio participation/time (vaults)
- Multiple tasks needed to develop abilities

## PRACTICE STYLE OBJECTIVES

- Students learn to make decisions
- Students learn to work independently
- Students learn their own limitations & what is necessary to overcome them
- Students learn to accept/receive feedback
- Students learn to work within time & space limitations

## PRACTICE STYLE SAMPLE LESSON

- T - decides on formation for roll & announcements
- T - tells students their responsibilities; will be held accountable; all made very clear
- T - demonstrates tasks - Must be well done; T - establishes the quality of the performance
- T - uses charts, task sheets, etc. to help students remember
- S - Makes appropriate decisions re: form; location; order; starting/stopping time; pace/rhythm; intervals; attire; questions (only @ task, directions, role)

## PRACTICE STYLE

- When student is in the IMPACT phase - teacher is in POSTIMPACT phase
- T - can now individualize the observation
- T - provides private feedback (avoids embarrassment)
- T - must offer feedback to ALL - not just the extremes
- T's memory can be effected - write it out
- T - has responsibility to individualize the instruction. - **Activity** has replaced the teacher as the stimulus
- T/S rapport develops

## PRACTICE STYLE VALUES

- Allows for individualized instruction
- More efficient use of equipment
- Independent of class size (large or small class can benefit)
- Psychological advantage to the student - Failure is not known to all; Hero not always identified
- Comments can be privately administered

## PRACTICE STYLE PROBLEMS

- Students can hide/lose themselves in the mass of activity
- Students can avoid personal contact with the teacher
- Students may only do what is necessary to escape detection
- By the time it is detected - class could be over
- May want to begin with small group to see how it works

## RECIPROCAL STYLE

- PREIMPACT: Teacher; IMPACT: Doer; POSTIMPACT: Observer
- Evaluative decisions shifted to students; Corrections of performance errors; Evaluate one another based on criteria set up by teacher
- Advantages
  - Each student has own tutor; Immediate feedback is available; Enhanced self-image (teacher's trust); Increased mental practice; Increased social tolerance & communication skills

## RECIPROCAL STYLE Objectives

- Increased socialization
- Increased patience & tolerance
- Exchange of feedback (give & take)
- Precision
- Respect for observers
- Weaning from teacher
- Learning may vary depending on feedback
- Can use in small groups for safety/strategy & where equipment is limited
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## RECIPROCAL STYLE Problems

- Student must understand criteria & be observant
- Overly critical tutor can effect psyche of student
- Limited amount of negative feedback one can absorb
- Could reinforce incorrect performance
- Better students could have problems
- Could be a turn-off to activity for some students
- Doer doesn't listen (value) the observer; Observer doesn't follow criteria;

## RECIPROCAL STYLE

- To develop observers:
- Use lessons to develop giving praise (Can set up task sheets to help with this)
- Specify # of praises & criticisms
- Students will copy the style of the teacher
- Teacher needs to reinforce the role of the observer - answers only to observer

## RECIPROCAL STYLE Observer's Role

- Receives & understands the criteria of the performance
- Observes the performance
- Compares/contrasts the performance against the criteria
- Concludes whether performance was correct or incorrect
- Communicates the results to the doer
- Initiates communication with the teacher

## RECIPROCAL STYLE

- Ways to divide the class into doers & observers:
- Teacher's choice; 1's & 2's; Skill level; Height; Weight; Student's choice (last)
- Try to avoid collision & collusion

## SELF-CHECK STYLE

- **PREIMPACT**: Teacher decides content, prepares subject matter, check sheet; **IMPACT**: Student performs task; learns to become self-reliant;
- **POSTIMPACT**: Student learns to give feedback to self; Teacher reinforces the student's responses; Teacher offers feedback in how the self-assessment is being done.
- Biggest change - Student responsible for evaluation
- Tasks selected must be able to be accomplished - New skills are hard to self-analyze
- Performance could utilize video analysis

## SELF-CHECK STYLE

- Programs move from quantitative to qualitative - How well is something done?
- Quantitative skills more easily handled (counting) - target type activities (archery, bowling, serves-in, etc.)
- Qualitative skills - Analysis depends on directions written by teacher - Need specific visual/kinesthetic cues

## SELF-CHECK STYLE

- Best to begin with single units of subject matter (individual rolls; # of serves)
- Develops more independence from teacher
- Seek honest self assessment of present level of performance & encourages self improvement
- Teacher provides individual guidance & consultation
- Teacher helps student to re-focus on correct performance

## SELF-CHECK STYLE

### ADVANTAGES

- May work better with intermediate/advanced classes
- Offers chance to utilize Kinesiological Studies Model
- Offers chance to utilize technology (video/computers)
- Develops kinesthetic awareness (It "felt" good or it "felt" wrong.)

## SELF-CHECK STYLE

### DISADVANTAGES

- Must be well prepared; plans in detail
- Students must be ready to handle periods of independent decision making
- Teacher's knowledge must be excellent
- Need to review after each class to determine if tasks were too easy (over quickly) or too difficult (couldn't accomplish any part)

## INCLUSION STYLE

- PREIMPACT: Teacher; IMPACT: Student decides entry point of lesson; POSTIMPACT: Students evaluate selves & when to change
- Previous styles looked for a single standard decided by the teacher - conform or fail
- Teacher now looks for individuality - All responses can be accepted
- Chief purpose is for everyone to be successful - only difficulty varies

## INCLUSION STYLE

- Best example = slanted rope Vs horizontal rope
- Concept of difficulty - related to task/components of game NOT game itself
- What are the factors which effect the "difficulty" of your activity? distance from target; height of net; ball size; implements used; angle of shot; form; etc.
- Teacher promotes correct decisions by the students

## INCLUSION STYLE

- Students may already have the basics - teach for efficiency/success - Can advance or step back until successful
- Teacher treats students as individuals; recognizes that all are not alike(size, shape, ability)
- Everyone can be involved in the activity

## INCLUSION STYLE

- Check Sheet: offers variety of skills (swim-tread water for 15 sec.; 1 min.; 10 min.)
- Have factors that change level of difficulty (pushups)
- Tracks the quantity done; different performance levels; & criteria for success
- Notes students' starting & ending level of performance

## GUIDED DISCOVERY STYLE

- **PREIMPACT:** Teacher - prepares material so students have to think - sets the scene;
- **IMPACT:** T/L - Students take appropriate "steps" to learn; Teacher never tells answers to his/her questions; **POSTIMPACT:** T/L - Teacher verifies the response of the student
- This style of learning is based upon reinforcement theory
- Students' independence has grown from command style

## GUIDED DISCOVERY STYLE

- Other styles emphasized practice, individual physical development, social interaction
- Higher level thought processes not fully used in other styles (e.g. synthesis, solving problems, inventing); the mental challenge was lacking
- The key to success is the inquiry process through which students are led to the desired end - Sequential questioning is used
- Uses convergent questions to focus students to desired end

## GUIDED DISCOVERY STYLE

- Chief idea is for students to "discover" the appropriate answer for themselves
- Questions prepared by the teacher determines how fast/slow students accomplish the "steps to success"
- Teacher need in-depth knowledge of subject matter & confidence in their ability

## GUIDED DISCOVERY STYLE

- For smooth development:
- After asking questions - WAIT for student responses - Give them time to think
- Reword question if necessary - but don't give the answer - If no response - back up - ask simpler question
- Always reinforce the students' responses - both + & - ; don't want to inhibit the students
- Accept off target responses & lead back to on task

## GUIDED DISCOVERY STYLE

### ADVANTAGES

- Subject matter is retained longer
- Develops positive self image
- Generates greater interest & involvement
- Provides opportunity to individualize questions; give individual assistance
- Promotes a willingness to speak up - risk taking solutions

## GUIDED DISCOVERY STYLE

### DISADVANTAGES:

- Time consuming process
- Better used in small groups
- Better in written form to allow students to work at own pace;
- Difficult to keep all informed of the questions & answers

## GUIDED DISCOVERY STYLE

### Implications:

- Teacher is willing to "cross the discovery barrier"
- Teacher is willing to do the unique preparations
- Teacher effects the performance of the students
- Teacher trusts the students
- Allows for better rapport between teacher & student
- Develops sequential discovery skills

## DIVERGENT STYLE

- **PREIMPACT**: Teacher - promotes subject matter with specific focus; accepts multiple solutions to problems; **IMPACT**: L/T; **POSTIMPACT**: L/T
- Students are encouraged to find multiple solutions to given problem through use of divergent questions
- Teacher promotes exploration, investigation, creativity, individuality, alternative solutions

## DIVERGENT STYLE

- ANY solution meeting the criteria is correct - but keep safety in mind (e.g. vault the horse with only hands contacting it)
- Solutions can be challenging, but should be within the abilities of the student.
- Excellent for developing creativity & problem solving techniques; promotes cognitive development
- No real ending for this style

## DIVERGENT STYLE

### DISADVANTAGES

- Does not teach specific skills
  - No uniformity of performance
- What can be discovered
- Student 's preferences (their "best way"); Relationships (strategies; body/apparatus; body/ball); Limits (fast/slow; high/low; qualitative VS quantitative; Numerous variations

## Curriculum Design

- Know who is responsible and who can help
- Role of a first year teacher? Ideas!
- Know the philosophy/goals of the dept. and school
- What is the schedule like (Block vs Traditional.)?
- Be ready to implement (resources/personnel/facility)
- Evaluate to see what is working and what needs to be revised - Everything won't work.

## Who's responsible

- Administrators (dept. chairs/principals)
- Teachers
- Students
- Parents
- Community leaders
- Accrediting agencies & education associations (SACS)
- Textbook publishers

## Roles in Curriculum Design

- **Administrators** - (Dept. Chair & Principal)  
Bear the ultimate responsibility for a successful program
- Provide leadership & direction
- Need to provide time to do the work - but doesn't always happen
- Allow for growth & evolution of a program

## Teachers' Role

- Teachers are first to notice a need for change
- Have knowledge of their students and how they are responding to the material
- Changes can be minor or dramatic - depending on changes with personnel & facilities
- Responsible for keeping up with P.E. changes

## Students & Community

- Students can provide info. regarding their interests
- Survey students to find out
- Listen - but be realistic
- Can be alerted as to what's available in the area (community resources)

## Students

- Need to know the characteristics of the students (age levels) you are working with
- Allow for safe progression & challenges
- Seek to improve their self-confidence
- Activities that allow for both cooperation & competition
- Seek individual success & success as a member of a group
- Plan to meet the needs of all learners