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. tm. - biceps machine)
• Single station - multiple task (dribble R/L 50 times)
• Multiple stations - single task - (golf - mid irons)
• Multiple tasks needed to develop abilities
• S - need repetition & high ratio participation/time (vaults)

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
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

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

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
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

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.)

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

- 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

- 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
- 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