**What teaching style is best represented in the following scenario descriptors:**

**Scenario Descriptor 1.**

In this style you would see that the teacher designs a single or series of problems/ situations/questions that seek multiple solutions to the same problem. The task is new to the students. Each student is invited to discover new possibilities, as they produce multiple (divergent) responses to the specific problem. The teacher acknowledges the production of multiple ideas by each student rather than any singular idea.

**Scenario Descriptor 2.**

This style is independent of and not initiated by the teacher. The learner takes the role of both student and teacher in setting all learning objectives.

The learner self-initiates and is independently motivated to engage in the self-determined learning experience. The learner makes decisions about subject matter intent, design, execution, and assessment of the learning experiences. Feedback from others is ought only IF the learner seeks it.

(This style is outside the realm of the classroom environment).

**Scenario Descriptor 3.**

In this style the teacher makes all task decisions and the learners practice/perform in unison, in a choreographed, precision performance on cue following the exact pace and rhythm set by the teacher.

**Scenario Descriptor 4.**

In this style you would see the teacher asking one student a series of specifically sequenced questions\*\* with only one correct answer per question. The questions are sequenced in a logical pattern so that each answer leads the student step-by-step to discover the anticipated concept, principle, relationship or solution.

Content appropriate for this style includes principles, rules, concepts, and relationships. Examples of inappropriate discovery content include isolated facts, skills, dates, names. These content examples cannot be discovered. Guided Discovery episodes are relatively short lasting about 5-10 minutes. This style does not provide practice skill development. This styles focuses on clarifying principles, concepts, rules and relationships, which can improve skill performance when practicing in Styles A-E.

\*\**There are cognitive liabilities when this style is used in a large group. The discovery process is interrupted per student in a group setting; therefore, the content acquisition cannot be guaranteed for each student.*

**Scenario Descriptor 5.**

In this style you would see students working in a partner relationship with each partner engaged in different roles (different decisions and expectations). One partner (the doer) practices the task, while the other partner (the observer) uses a teacher-prepared criteria (checklist) to offer immediate and on-going feedback about the performance to the doer. When the first set of tasks is finished, the students switch roles and continue to the second set of tasks. The teacher interacts with the observer to affirm the use of the criteria and the accuracy of the feedback comments and/or to redirect the observer’s focus to specific performance details on the criteria.

This experience offers practice in giving and receiving immediate feedback about a task and practice in developing comparing, contrasting, communication, and social skills such as patience, tolerance, and accepting of individual differences.

**Scenario Descriptor 6.**

This style is not recognisable in the classroom because it is initiated by one student privately to the teacher. This style is not a whole class experience, an assignment, or a teacher-planned project. One student initiates and requests this style of the teacher. The student plans his/her own learning experience by making all decisions. The student selects the subject matter intent, designs, executes, and identifies the assessment criteria for the learning experience. The teacher participates when and how the learner requests. The teacher acknowledges the learner's successful implementation of the plans and initiates questions where discrepancies emerge between the learner's intent and actions. It is not the teacher's job to evaluate, but rather to act as a reference source between the indicated intent and action.

**Note:** This style is only for the individual who approaches the teacher to request this experience; it is not a whole class experience.

**Scenario Descriptor 7.**

In this style you would see learners with varying degrees of skill proficiency participate in the same task by selecting a level of difficulty that is appropriate to their performance. Each learner surveys the available levels in the task, selects an entry point and practices the task. If necessary, the Learner makes an adjustment in the task level and checks performance against the criteria.

In this style the teacher selects the memory/reproduction task, including the possible levels in the tasks, the criteria sheets for each level, and the logistical decisions.

While the students are engaged in the task, the teacher circulates among the students to acknowledge the choices the students have made; to clarify and affirm the accuracy of the students' assessment process; and/or to redirect the learner's focus to specific performance details on the criteria. The teacher does not suggest level changes.

**Scenario Descriptor 8.**

In this style you will see that the teacher designs a situation or question that has one specific correct response. The situation or question is new, and the anticipated response is not previously known to the students. The learners are given individual and private time to use their "thinking" processes to sequentially and logically discover the anticipated/targeted answer. There is only one correct anticipated answer to solve the question/situation.

**Scenario Descriptor 9.**

In this style you would see the teacher selecting the memory/reproduction subject matter tasks and designing the criteria (performance checklist) for the students.

The students individually practice the tasks and check their own performance using the checklist. The teacher privately communicates with students to listen to their self-assessment comments and either reinforces the learner’s use of the criteria or redirects the learner’s focus to specific performance details on the criteria.

**Scenario Descriptor 10.**

In this style you would see the teacher selecting the memory/reproduction subject matter tasks and all logistical parameters (such as quantity, time limits, equipment, materials, etc.) and the students individually and privately practicing the specific tasks. While the students practice, the teacher would circulate among the students and offer private feedback.

The students experience the beginning of independence with private practice. They learn to initiate the nine decisions and practice tasks within an allocated time frame, and they learn to accept and be tolerant of the nine decisions others make.

**Scenario Descriptor 11.**

In this style you will see that the teacher designates a broad subject matter/topic, and within that topic each student is responsible for producing an individual learning program that includes setting goals and the process for accomplishing the goals. The learners design, implement, refine the program, and create performance criteria for their individual learning programs. The teacher acknowledges the production of ideas and asks questions for information or clarification about the learning program. Episodes in this style take time to produce.

**ANSWERS**

**Scenario Descriptor 1.** 🡪 Divergent Discovery Style-H

**Scenario Descriptor 2.** 🡪 Self-Teaching Style-K

**Scenario Descriptor 3.** 🡪 Command Style-A

**Scenario Descriptor 4.** 🡪 Guided Discovery Style-F

**Scenario Descriptor 5**. 🡪 Reciprocal Style-C

**Scenario Descriptor 6.** 🡪 Learner-Initiated Style-J

**Scenario Descriptor 7.** 🡪 Inclusion Style-E

**Scenario Descriptor 8.** 🡪 Convergent Discovery Style-G

**Scenario Descriptor 9.** 🡪 Self-Check Style-D

**Scenario Descriptor 10.** 🡪 Practice Style-B

Scenario Descriptor 11. 🡪 Learner Designed Individual Program Style-I

**What teaching style is best represented in the following teaching scenarios:**

**Scenario 1.**

The teacher designs (or plans) several stations in the gymnasium where students work on different parts of a skill or different skills. Students rotate among the stations and perform the tasks at their own pace. The teacher circulates, gives help, and provides feedback on how to improve performance. *For example:* in a basketball unit, the station activities may include dribbling in one area, jump shots at a second station, passing in third area, and free throws in a fourth area. In a gymnastics unit the different station activities may include tumbling, balance beam, rope-climbing, or jumping.

**Scenario 2.**

The teacher employs a discovery approach by asking a student a series of specific questions that have a *predicted target answer*. This series of questions are logically designed to lead the student to a concept or principle that the teacher wanted them to discover (and learn about). The student does not know this information before the questioning process begins. It is not a review lesson. The teacher asks a student specific questions about the activity to help lead them to the correct answer or idea. *For example:* in a shot-put lesson the teacher may want the student to figure out the best way to put a shot. The teacher would ask the student questions to help lead them to the correct answer. The questions could be:

1. What is the primary purpose of putting the shot in competition?

*Anticipated Response:* To put the shot it as far as possible.

2. To achieve a far distance, what does the body need?

*Anticipated Response:* Strength, Power! (Correct).

3. What else?

*Anticipated Response:* Speed (Good).

8) In the total motion of putting the shot (starting point, middle release), where should the power and speed reach the maximum?

*Anticipated Response:* At the point of release! (Correct).

**Note:** This style is often misinterpreted and/or misunderstood and can be more difficult to implement than is appreciated. This style is often considered appropriate for a large group or class situation but will *only be possible* if the teacher asks questions that students are able to respond to individually or perhaps in a group of two (or three). In the small group students will need to have the same prior knowledge, ability and other attributes and then have some likelihood to all answer in the same way at the same time. In a class situation if some students provide or share their answers to the questions then this will not allow engagement in this style and *may be* this style for the individual responding but different style(s) for the other students as they are being provided with answers/responses.

When a student reaches a point in performance where they do not ‘see’ or understand the relevance of a principle this presents a perfect opportunity for this style to be used. The teacher identifies what the student does not know and asks a series of specific questions; each question has only one correct answer. The questions are sequenced in such a logical way that each answer leads the student step by step to discover the idea, concept or solution that is anticipated.

**Scenario 3.**

The student works independently and separately from the in-school P.E. class. This student works totally on their own and decides everything about learning experience including the skills to be learned, time frame to practice (daily, weekly), and how to be assessed. The teacher is not involved in this experience except to make sure the student is progressing towards the goals they have set for themselves or if the student asks for feedback. The teacher accepts the student's decision about learning. *For example:* a student decides that they want to learn about yoga. The student makes a plan to learn yoga in relation to what to learn, how to learn it, when /where to learn it, and how much the physical education teacher will be involved.

**Scenario 4.**

Two students work together on a task that the teacher has designed. Student “1” (the doer) practices while student “2” (the observer/recorder) gives immediate and ongoing feedback to student “1”, using the teacher prepared criteria (a checklist of the task). At the end of the one (or a series of) practice the students switch roles so student “1” now becomes the observer/recorder, and student “2” becomes the doer. *For example*: if the teacher wants the pair to work on throwing a ball, student “1” throws the ball, while student ”2” watches the performance and uses the teacher prepared checklist on throwing cues/errors (to record or make notes if necessary) of student “1”’s skill performance. Student “2” offers feedback to student “1” based on the criteria sheet in order for student “1” to become more proficient in the skill. The partners then switch positions in order to experience both roles. This teaching style also is characterised by having the teacher only communicating with the observer/recorder, to help them gain experience in providing proper feedback to their peers.

**Scenario 5.**

The teacher makes general subject matter logistical decisions for the students. The students make decisions about how to investigate the general subject matter topic, produce questions that lead to specific focus within the general topic, produce the questions that result in identifying the processes and procedures, discover solutions/movements and designate the performance criteria. The students design a personal learning curriculum that is new (not something that was taught before). The teacher is kept informed by the student, and the student consults with the teacher about specifics of designing their personal learning curriculum. Since the curriculum for each student is personalised, no two student’s curriculum will look alike. *For example:* the teacher selects the subject matter area (i.e., “How would you go about learning how to successfully ride a skateboard?”). The students must design the questions/problems associated with learning how to ride a skateboard and seeks the solutions. The teacher’s involvement occurs only when the student desires/requests input.

**Scenario 6.**

Occurs after the teacher has designated the topic/general subject matter. The learner approaches the teacher and initiates a request of how to investigate the topic and is responsible of designing the experience. The teacher and student set up the basic criteria. The student will produce questions which allows them to create learning experiences (on what will be learned as well as how it will be learned) that will lead them to their end goals. The learning experiences will involve doing something other than what the class is doing. This will happen over a period of time longer than a lesson. The student has periodic informational consultations with the teacher who is also available if the student requests it.

**Scenario 7.**

Students work individually on a task and use a teacher prepared task checklist (criteria) to analyse their own performance. The checklist includes criteria the student can use to answer the following questions when performing a skill: (1). Where is the error? (2). Why did the error occur? (3). How do I correct the error? The criteria sheet provides cues on how the task is to be performed and provides feedback to the students while they practice the task. *For example:* if the task is shooting a free-throw in basketball, the checklist might read:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Description** | **Skill** | **Cue** | **Alternate Cue** | **Common Errors** |
| Starting position, free throw | Hand Placement | Fingers spread, primary hand middle finger on air hole.  Other hand on side supporting the ball. | Wide fingers, if right handed hold ball with right hand in middle of ball, left hand placed on side of ball for support. | Both hands are placed on the sides of the ball, like during a chest push pass. |
| Starting position, free throw | Stance | Feet shoulder width apart, knees bent. | Good even support, pretend you are about to sit down, get low. | Narrow stance, no bend in knees. |

**Scenario 8.**

The defining characteristic of this style is that students with varying degrees of skill participate in the same task by selecting the level of difficulty of which they can perform. *For example:* the teacher designs an activity including various possible levels for the students to try based on their skill level. All students participate in the same task. Each student, however, reviews the available levels in the task, selects an entry point, practices the task at the entry point and, if necessary, makes an adjustment in the task level by their checking performance against the criteria. Based on the criteria, the student can stay at the same entry point, or select a more difficult level, or a less difficult/easier level. *For example:* students can chose to perform (a) wall push ups, (b) modified (on-knee) push ups, (c) regulation push ups (on balls of feet), (d) incline push ups, or, (e) inverted push ups ( hand stand position). They can also choose how many push ups in each position they want to do: (a) wall push ups: 5 times; 10 times; 15 times (b) modified push ups: 5 times; 10 times; 15 times, etc. The role of the teacher is to circulate around activities and provide feedback about the decision making of students not the details of the task performance.

**Scenario 9.**

The characteristic of this style is to discover and produce multiple responses to a single question/situation within a specific cognitive operation (such as creativity). *For example:* in a dance unit the teacher shows/instructs the students in five different dance moves. Each student is then directed to use these five dance moves in dance routines. Students will produce two different dance routines, with each routine to include the five dance moves in different order.

**Note:** To represent this style each student needs to develop two (or more) routines. It is not enough for each student in the class to produce a single routine and consider all the different routines developed by students as being representative of this style. When the two different dance routines are completed by each student then it is possible for the student to discuss the routines with the teacher to clarify the selection of the best routine to learn and perform (this discussion with the teacher and the decision on a final single routine will change the style from the one being used earlier).

**Group activity where students develop a group (2-4) routine:** All students in the group will individually produce two different dance routines, but every routine must include the five taught dance moves. Students may need oi do individual practice to complete part or all the two different routines. Students may uses video to display the routine and/or written outlines they have created. After working independently students meet as a group to share ideas (and performances), experiment with parts of the routine in order to develop, practice and perform a final routine (the exchange of ideas in a group and decisions leading to the finalisation or one final routine will involve a change to a different style(s) as there is only one outcome that has resulted and the interactions involved do not fully involve students in the same styles).

**Scenario 10.**

The defining characteristic of this style is *precision performance*, that is, reproducing a predicted response or performance on cue. The teacher makes all the decisions and the students are to follow these directions on cue. *For example:* when learning and performing line/square/swing/aerobic/dancing; synchronised swimming routine; rhythmic/Olympic gymnastic routines; diving board skills; cheerleading; tai-chi; etc.

The style covers any instance where the students must execute the performance decisions on the teacher’s cue.

**Scenario 11.**

The defining characteristic of this style is to have the *students discover a single correct (predetermined) response* to a targeted question/concept (designed by the teacher) by engaging in reasoning, questioning, and logic to sequentially make connections about the content and through this process find the predetermined correct answer. *For example:* for students to determine the effect of posture and speed of movement on the heart rate, the teacher gives the students a series of physical tasks to complete. Taking their heart rate when laying down, sitting up, standing up, walking around the gym, fast walk, jog, and after running around the gym. Students then participate in volleyball, football, basketball, tennis, etc. activities. Students answer questions regarding how their own recorded heart rate changed during each task. They are told to draw a conclusion based on their experience and the relationship between their heart rate and exercise patterns. Students will realise which of these exercises are beneficial to increasing their endurance. The teacher does not tell the students which exercises would help increase their endurance, but while answering questions the students were asked questions while investigating, and came to the conclusion on their own. Although this activity is conducted in a class situation each student is working individually.

**Note:** In a class situation if some students provide or share their answers to the questions then this will not allow engagement in this style and *may be* this style for the individual responding but different style(s) for the other students as they are being provided with answers/responses.

* Modified from a questionnaire developed by Gregory Pierce (2010) as part of postgraduate studies.

**ANSWERS**

**Scenario 1.** Practice Style-B

**Scenario 2.** Guided Discovery Style-F

**Scenario 3.** Self-Teaching Style-K

**Scenario 4.** Reciprocal Style-C

**Scenario 5.** Learner-Initiated Style-J

**Scenario 6.** Learner-Designed Individual Program Style-I

**Scenario 7.** Self-Check Style-D

**Scenario 8.** Inclusion Style-E

**Scenario 9.** Divergent Discovery Style-H

**Scenario 10.** Command Style-A

Scenario 11. Convergent Discovery Style-G