

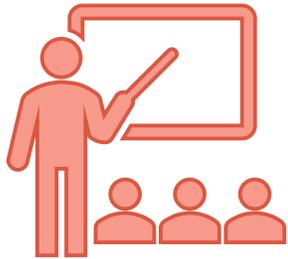


Teaching Styles

Mosston, M. & Ashworth, S. 2008.
Teaching physical education. First
online edition.

Vilma Pikkupeura-Riikilä 2024

Teaching Styles



Reproduction styles

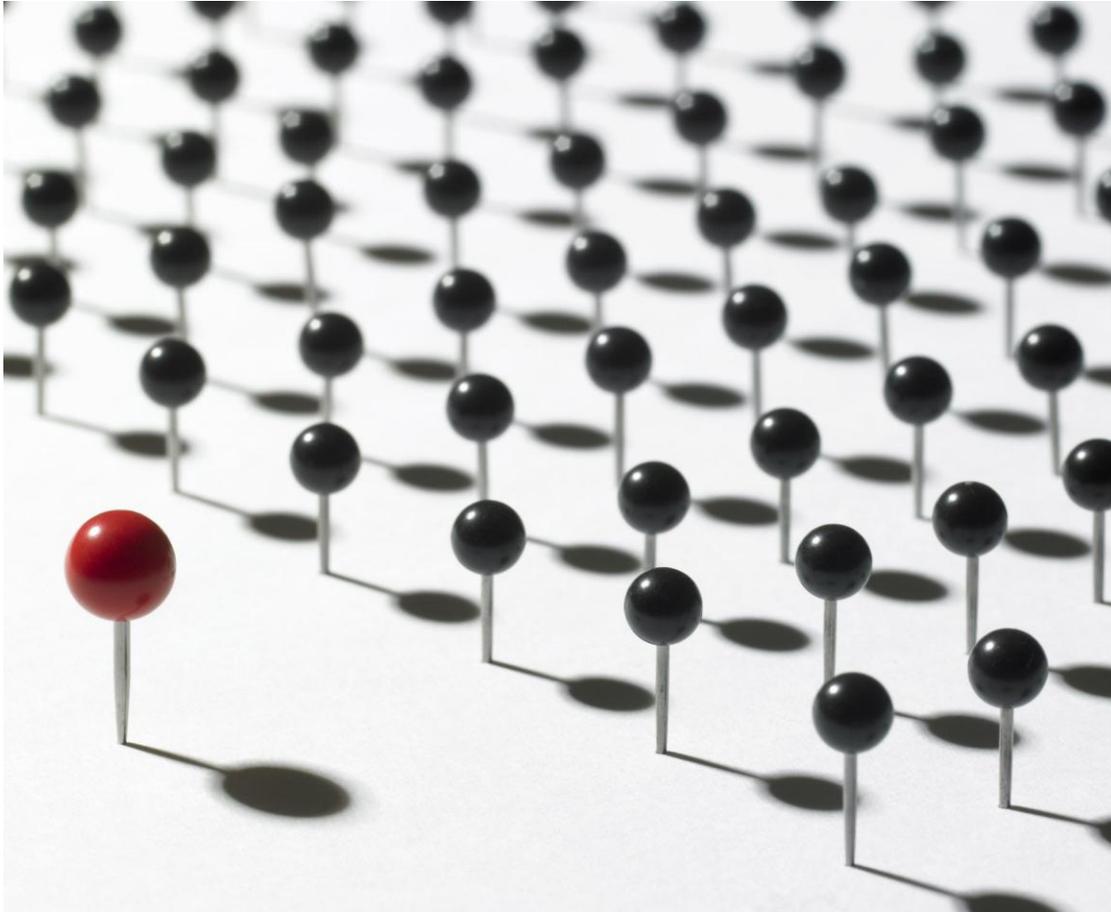
- A) Command
- B) Practice
- C) Reciprocal
- D) Self-check
- E) Inclusion



Production styles

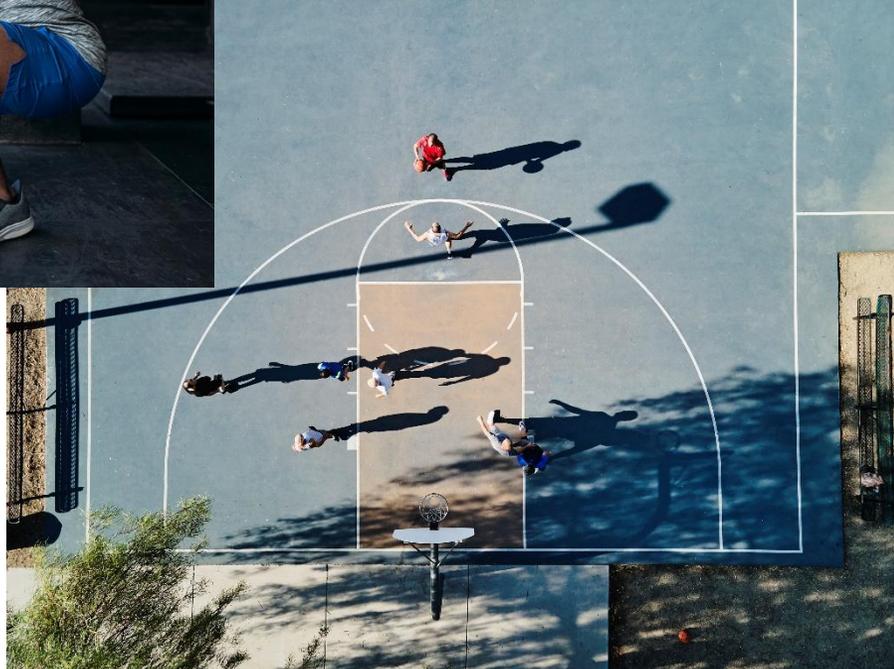
- F) Guided Discovery
- G) Convergent Discovery
- H) Divergent Discovery
- I) Learner Designed Individual Program
- J) Learner Initiated
- K) Self Teaching

A: The command style



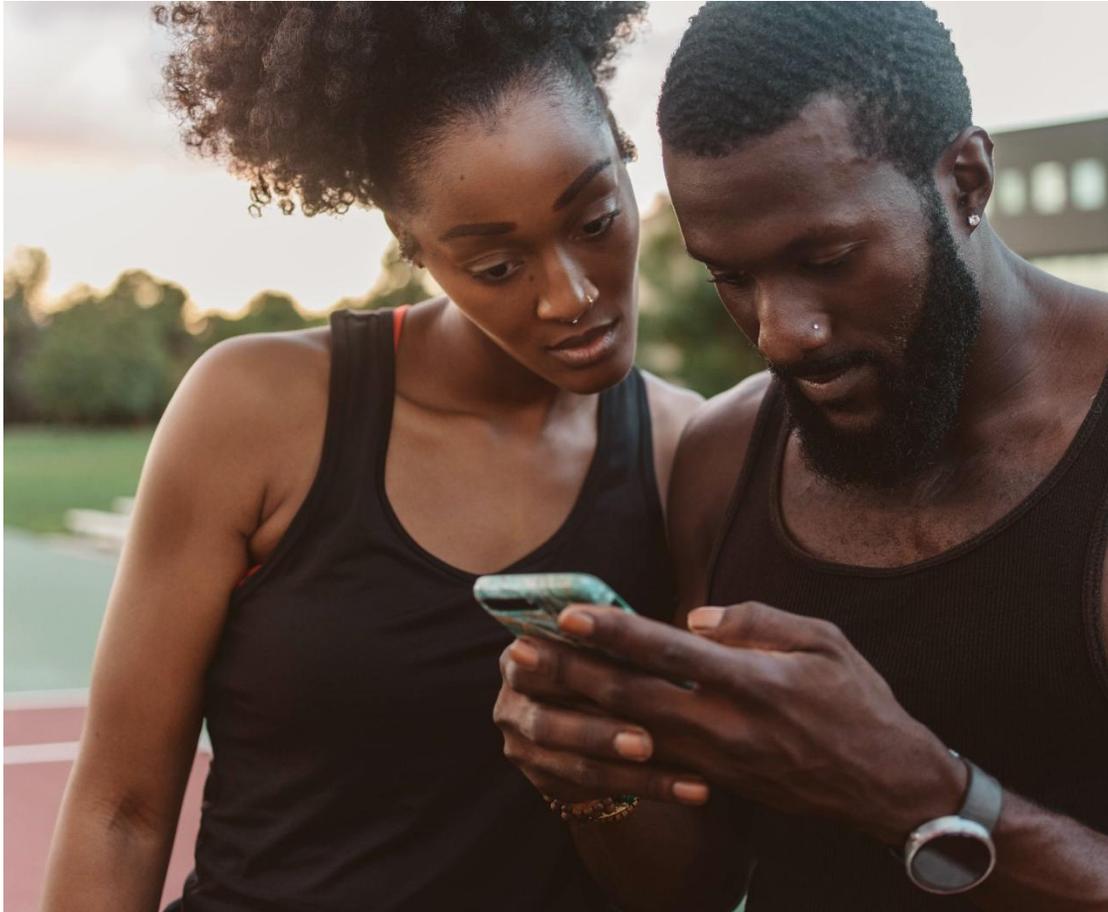
- All decision-making authority lies with the teacher, including planning, execution, and assessment.
- Learners all perform the same task at the same time.
For example: Dances, and warm-up exercises.

B: The practice style



- The teacher decides the task that the learner performs independently. The learner has slightly more responsibility than in the command style.
- Learners can decide, for example, the number of repetitions, as well as the starting and ending points of the task. The teacher can provide more individualized feedback and can use tools like task cards. For example: Circuit training, station work, and various games.

C: The reciprocal style



- Students work in pairs.
- One performs the task while the other observes and provides feedback.
- The teacher has assigned the task and provided (or given a task card with) the key points for the performance.
- The teacher does not give feedback on the performance but can guide the student who is providing feedback.

D: The self-check style



- The teacher provides the assessment criteria, and the learner practices and evaluates their own performance according to those criteria.
- Dependence on the teacher's guidance and feedback decreases.
The learner strives to perform independently.
- Typical exercises are those that provide feedback inherently.
For example: Skill practice such as golf, shooting a basketball, and juggling.

E: The inclusion style



- The teacher selects the exercises. The exercises offer different performance options. For example: The distance from which the ball is kicked into the goal or thrown into the basket.
- The learner can choose exercises that match their skill level and ability.
- The teacher provides individualized feedback on the actual performance, NOT on the performance level chosen by the learner.

F: The guided discovery style



- The teacher assigns a task for which the learners seek the correct solution.
- Guiding questions are used to lead them toward the right answer; these questions should be carefully prepared in advance.
- The answer must come from the learners themselves.
- For example: How should a defender position themselves on the field relative to the opponent? Or which passing techniques should be used in different situations?

G: The convergent discovery style



- The teacher presents a problem for which the learners independently strive to find a solution. For example: What factors affect maintaining balance, or how to transport an object from point A to point B as quickly as possible.
- In guided discovery, the teacher gives direct feedback when learners answer questions, but in convergent discovery (problem-solving), the learners generate both the questions and the answers themselves.

H: The divergent discovery style



- The teacher provides a topic for which learners come up with different solutions.
For example: In how many different ways can you move from A to B, or what kind of offensive plays can three players create?
- The teacher may provide certain criteria that must be met.
- There are multiple correct answers to the task!"

I: The learner-designed individual program style



- The teacher provides a theme.
For example: Developing explosive power, creating a gym workout plan.
- The learner designs their own program based on the theme.
- The teacher guides and provides feedback as needed.
- For success, the learner must have a basic understanding of the given theme.

J: The learner-initiated style



- The teacher can set a goal for the learner to achieve.
- The most concrete difference from an individualized program is that the learner chooses the content and methods of instruction themselves.
- The learner decides how and when to use the teacher's help.

K: The self-teaching style



- The learner makes all decisions regarding their own teaching and learning process.
- The student is both: a teacher and a learner.
- The student decides on planning, execution, and assessment.
For example: Conducting research independently (almost entirely without any guidance).