

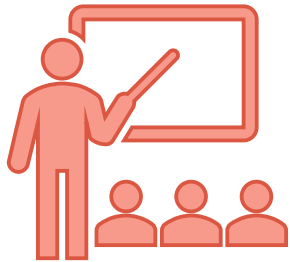


Teaching Styles

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

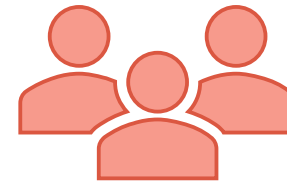
Vilma Pikkupeura-Riikilä 2026

Teaching Styles



Reproduction styles

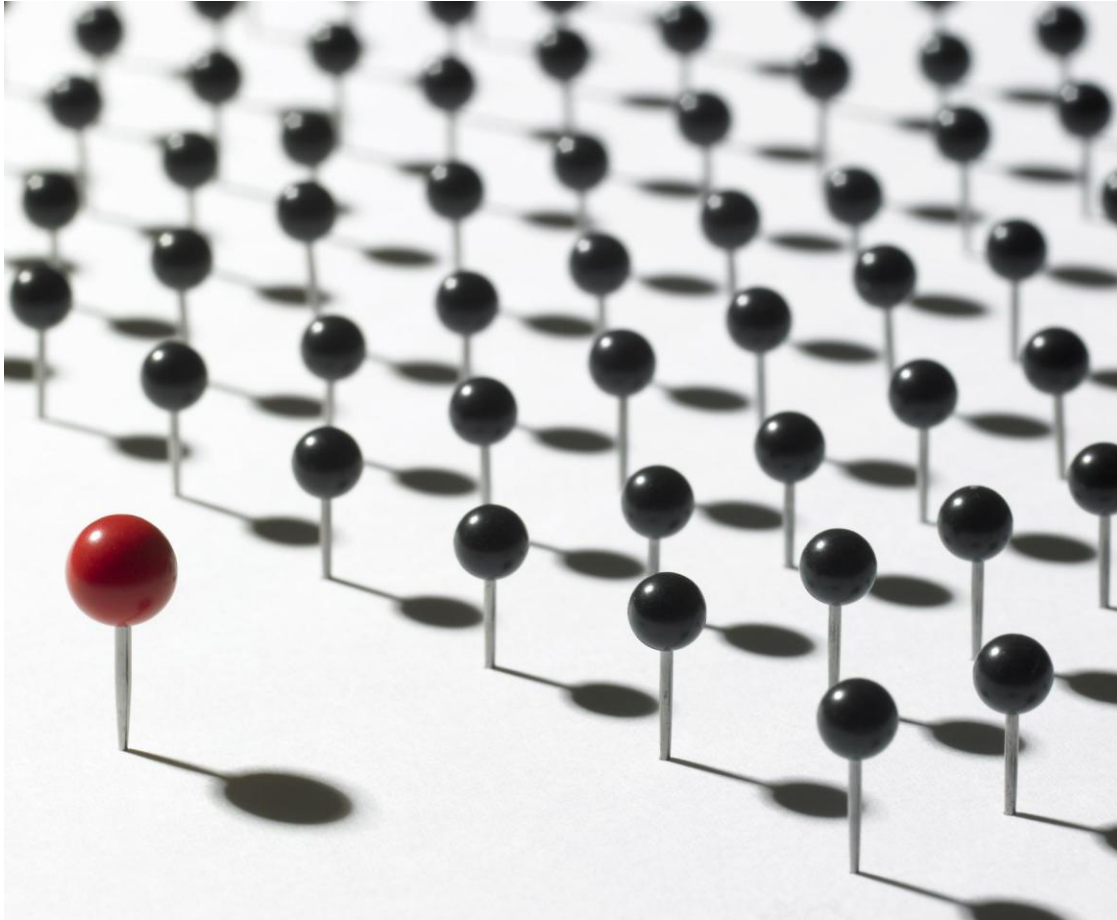
- A) Command
- B) Practice
- C) Reciprocal
- D) Self-check
- E) Inclusion



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



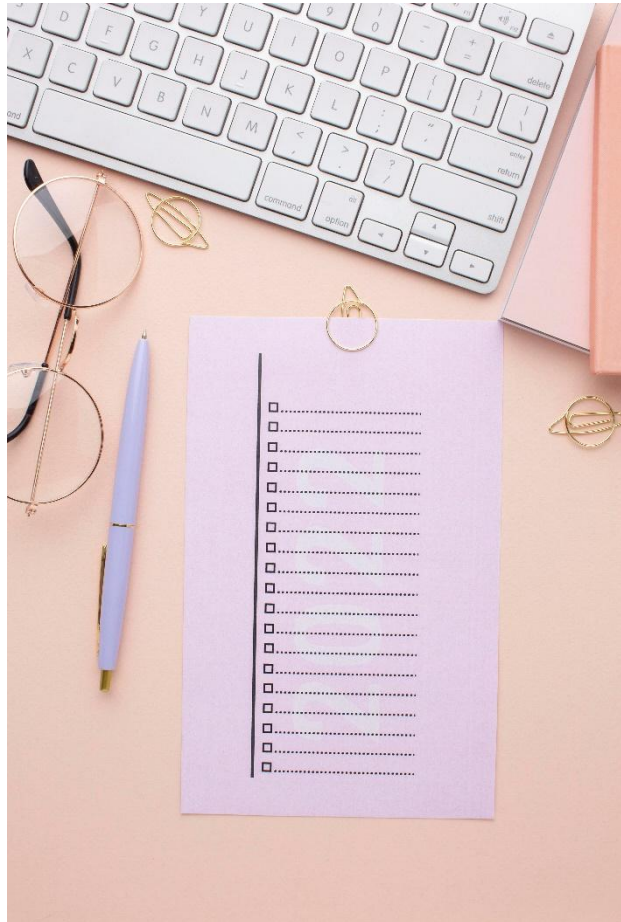
- The teacher presents a problem for which the learners independently strive to find a solution. For example: What factors affect maintaining balance, or how to transport an object from point A to point B as quickly as possible.
- In guided discovery, the teacher gives direct feedback when learners answer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