

# Teaching Styles and other observational behavior analysis

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# Spectrum of Teaching Styles

- relationship between teacher and learner (Mosston & Ashworth, 1986)
- importance of decision-making
- pre-impact, impact and post-impact categories

# Pre-impact

- Decisions made before teaching; at preparation phase and involves subject matter, learning objectives, organization and presentation

# Impact

- The impact set includes decisions relating to performance and execution

# Post-impact

- Includes evaluation of performance and feedback from learner to teacher.
- termed “anatomy of style”

# landmark styles

- based on the degree to which the teacher or the student assumes responsibility for what happens in a lesson.
- teacher-led approach
- open-ended and student centered style where the teacher acts only as a facilitator.

# Mosston's spectrum of teaching styles

- provides a sound basis for analysis of one's teaching and the effectiveness of selected styles to meet particular learning intentions.
- It emphasizes relationships between the different styles rather than their differences.
- It follows that effective instruction in physical education takes account of this variety in teaching styles and an ability to use the style that is most suited to the teacher, (Coates, 1997)

# Reproductive Styles

- Style A (Command); teacher makes decisions
- Style B (Practice); T. demo, or describe.....
- Style C (Reciprocal); doer and observer
- Style D (Self-Check); own pace & analysis
- Style E (Inclusion); several levels of difficulty



# Productive Styles

- Style F (Guided Discovery); series of questions
- Style G (Divergent); many possible solutions
- Style H (Going Beyond); creativity
- Management (M); The time the teacher is engaged in activity not related directly to instruction (Phillips, Carlisle, Steffen, and Stroot (1986)).

# Physical Education Teacher Observation Assessment

- based on systematic or direct observation process and procedures allowing participants to actively engage in a hands-on experience. According to Darst, Mancini and Zakrajsek (1998).
- Systematic observation allows a trained person following guidelines and procedures to observe, record, and analyze interactions between teacher and student, or among all players in the classroom/gym.

# *Time Recording observational behaviors*

- Engaged Student Learning Time (ESLT),
- Transition Time,
- Management Time,
- Instructional Time.

# ***Event Recording***

- General Feedback
- Performance Feedback
- Motivational Feedback
- Individual/Group Feedback

# Event recording Cont.

- Teaching Styles
- Demonstration
- Task Structure
- Student Names
- Questions
- Mannerism

# Event recording Cont.

- Beginning and Ending Routines
- Student Safety
- Monitoring Pattern
- Appropriate Equipment