THE SPECTRUM
&
Teaching Styles

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Intended Learning Outcomes

• Identify teaching strategies suitable to enhance classroom/lecture room student learning

• To explore contemporary research on student learning

• To explore the concept of the learner-centred classroom

• Constructively appraise teaching tools and the teaching methods available to us.
Why should we consider Teaching Styles

- Developing research about intelligence, student learning & a diverse student population.
- Howard Gardner (2004) has identified circa 9 different forms of intelligence
- Geoff Petty (2002) has described 25 ways of teaching without talking
- Muska Mosston has recorded 11 different teaching styles

http://www.teacherstoolbox.co.uk/T_25ways.html
What do we currently know about effective teaching?

15 years ago we could say not a lot but we now have access to data from circa:
750+ meta-analysis covering 50,000 studies,
and 200+ million students –
This is what this research indicated -
Prof. John Hattie’s findings (2007)

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The teacher; what the teacher teaches & how they teach it; are vital to students’ learning. They render the biggest learning effect sizes in the research thus far.
Can we making learning more visible?

When teachers SEE learning through the eyes of students

and

When learners see themselves as their own teachers
Teacher characteristics

- Clear learning intentions
- **Challenging success criteria**
- Range of learning strategies
- Know when students are not progressing
- **Providing feedback**
- Visibly learns themselves
Student characteristics

- Understand learning intentions
- Are challenged by success criteria
- Develop a range of learning strategies
- Know when they are not progressing
- Seek feedback
Do we take any notice of research findings like this?

In our teaching do we use the range of methods presented in the Pyramid?
The Micro Anatomy of Teaching

• Petty talks about:
  Present, Apply & Review the PAR Model
• Mosston goes back a phase and talks about:
  Pre-Impact Planning; Impact & Post-Impact Review.
• They both recommend the Think, Pair & Share Teaching Strategy.
• All research evidence points to review and reflection as vital in learning.

There exists a range of teaching strategies that we as teachers have to become familiar with so that we can select the style that addresses the needs of our learners
Alternative Teaching Styles

• It is important to establish that there exists a range of teaching styles of which the teacher needs to be fully aware if s/he is to maximize the potential for student learning.

• The primary objective of this session is to explore a range of teaching styles. Focusing upon the work and publications of Muska Mosston & Sara Ashworth

http://www.spectrumofteachingstyles.org/
Using a Variety of Teaching Styles

Having access to alternative teaching approaches will allow the teacher the opportunity to both deliver on **Product** learning outcomes as well as **Process** learning outcomes.

Modern Third Level Courses increasingly make these demands on us as teachers. Look at Learning Outcomes for evidence of this.
Muska Mosston’s Spectrum of Teaching Styles

• The essence of the Spectrum of Teaching Styles is that there exists a continuum of styles which range from completely closed teacher dominated approaches at one end to very open ended pupil centred facilitative approaches at the other.

• Mosston also detailed the potential learning outcomes for the participant within particular teaching styles
Mosston’s unique contribution

• He provides teaching alternatives from Command Style A to Self Teaching Style K, and ranging between these he has identified a further nine Styles.

• All eleven become immediately available for the teacher to selectively apply to suit the needs of the learner.

• These styles need not be used in order and no one style is more valuable than the other.
Learner needs are paramount.

• Before beginning to share this information with you it is important to state that it remains the responsibility of the individual teacher to decide the relevance of a particular teaching style to be adopted.

• Mosston has in the Spectrum provided a range of alternative approaches from which the teacher is free to make a rational choice to suit context and circumstances. A teacher/lecturer can combine styles within one teaching session with his/her choice being governed purely by the demands of the context and the needs of the learners.
Both teacher and learner can make decisions in any of the decision categories delineated.

The Teacher can make rational decisions to teach in a particular style knowing where the level of responsibility for the learning will be located.

It is this factor that separates Mosston’s work from all of the other theorists.
The Spectrum of Teaching Styles

**LANDMARK STYLES**

- Command (A)
- Practice (B)
- Reciprocal (C)
- Self-Check (D)
- Inclusion (E)
- Guided Discovery (F)
- Convergent Discovery (G)
- Divergent Discovery (H)
- Learner-Designed Individual Program (I)
- Learner-Initiated (J)
- Self-Teaching (K)
The Spectrum Clusters

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

REPRODUCTION STYLES

DISCOVERY THRESHOLD

PRODUCTION STYLES

Guided Discovery (F)
Convergent Discovery (G)
Divergent Discovery (H)
Learner-Designed Individual Program (I)
Learner-Initiated (J)
Self-Teaching (K)
The defining characteristic of the Command style is precision performance - reproducing a predicted response, practice or performance on cue following a pace set essentially by the teacher.

Can you think of incidences when this teaching style would be appropriate?
The defining characteristics of the Practice style are experience of a memory/reproduction task with private feedback from the teacher.

When would you use this style? And what would your role be in facilitating this style?
The defining characteristics of the Reciprocal style include developing social interactions using reciprocation of roles that reinforce the giving and receiving of immediate feedback that is guided by specific teacher prepared criteria.

Have you used this? What Process learning outcomes are ensured in this teaching style?
The defining characteristics of the Self-Check style are individual practice of a memory/reproduction task and engagement in self-assessment that is guided by specific teacher prepared criteria.

Practical Example?
The defining characteristic of the Inclusion style E is that learners, with varying degrees of intellectual and motor development, are able to participate in a task, which is designed on multiple degrees of difficulty.

Learners select a level of difficulty at which they can practice/perform. Entry level decisions and, if necessary, adjustment decisions and self-assessment decisions (guided by specific teacher prepared criteria) are shifted to learners.

Practical Example?
The defining characteristic of the Guided Discovery Style F is the logical and sequential design of a series of questions that lead a person to discover a predetermined concept, principle, relationship or rule that was not previously known.

The alternative is for the teacher to simply tell or show the process of deduction.

What other learning outcomes are engaged in Guided Discover Style F?
The defining characteristic of the Convergent Discovery (Thinking) Style G is to produce the anticipated/target answer to a question not experienced before. A stimulus (in the form of a question, situation, problem to solve etc.) is provided that invites reshuffling of known information to produce new or novel cognitive links and patterns that rely on logic, and perhaps trial and error, to produce the anticipated/target answer. If the learner has been exposed to the question-answer previously, then the teaching style and its objectives are no longer Convergent Discovery but Practice Style-B.
The defining characteristic of the Divergent Discovery Style H is that each learner produces-discovers divergent (multiple) responses to a single question, situation or problem within a specific cognitive operation.

Examples of where this style might be used?

Explore the role of the teacher
The defining characteristic of the Learner-Designed I.P. Style I is the independence of each learner to investigate a broad problem, situation or issue and produce a workable, detailed plan/programme that resolves the specific content focus that each learner identified.
The defining characteristic of the Learner-Initiated style J is the learner's initiation, not the teacher's initiation, of the learning experience. An individual learner initiates a request to engage in this style and to design a full learning experience making all decisions, including the specific topic to investigate, planning and implementation decisions, and evaluation criteria. The student's role is to keep the teacher informed about the decisions made in the learning experience.
The defining characteristics of the Self-Teaching style K are individual tenacity and the desire to construct one's own learning experiences. This teaching-learning style should thrive in our Universities (but does it?)

This style is governed by the individual's decision making expectations and desires.
A Mind map representation

Making learning decisions

Teacher Maximum Decisions

The Teacher

Pupils Maximum Decisions

The Learner

Mix of Maximum Strategies of Teaching Styles

- Command Style A
- Teacher Style B
- ReSource Style C
- Self Check Style C
- Inclusive Style E
- Reproductive Styles
- Between Style E & Style F we have the DISCOVERY THRESHOLD
- Guided Discovery Style F
- Convergent Thinking Style G
- Divergent Discovery Style H
- Learner Directed Style I
- Self Teaching Style J
- Productive Styles

Teacher Maximum Decisions
Thanks You

I hope this is food for thought