THE SPECTRUM OF TEACHING STYLES
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THE ESSENCE OF EACH STYLE

**Style A - Command Style**
- Immediate response to a stimulus.
- Performance is accurate and immediate.
- A previous model is replicated.

**Style B - Practice Style**
- Time is provided for the learner to do a task individually and privately.
- Time is available for the teacher to give feedback to all learners, individually and privately.

**Style C - Reciprocal Style**
- Learners work in partner-relationship.
- Learners receive immediate feedback.
- Learners follow criteria for performance designed by the teacher.
- Learners develop feedback and socialization skills.

**Style D - Self Check Style**
- Learners do the task individually and privately.
- Learners provide feedback for themselves by using criteria developed by the teacher.

**Style E - Inclusion Style**
- The same task is designed for different degrees of difficulty.
- Learners decide their entry point into task.
- Inclusion of all learners.
- Learners decide when to move to another level.

**Style F - Guided Discovery Style**
- The teacher, by asking a specific sequence of questions, systematically leads the learner to discover a predetermined "target", previously unknown to the learner.

**Style G - Convergent Discovery Style**
- Teachers present the question, the problem. The intrinsic structure of the task (question) requires a single correct answer.
- Learners engage in reasoning (or other cognitive operations) and seek to discover the single correct answer/solution.
Style H - Divergent Production Style
- Learners are engaged in producing divergent responses to a single question.
- The intrinsic structure of the task (the question) provides for possible multiple responses.
- The multiple responses are assessed by the Possible-Feasible-Desirable procedures, or by the verification "rules" of the given discipline.

Style I - Learner-Designed Individual Program Style
- The learner designs, develops and performs a series of tasks organized into a personal program.
- The learner selects the topic, identifies the questions, collects data, discovers answers, and organizes the information.
- The teacher selects the general subject matter area.

Style J - Learner Initiated Style
- The learner initiates the style(s) in which he/she will conduct the episode or a series
Alternative Methods for Physical Education
(Abstract)

All people possess two basic capacities: One is the capacity for REPRODUCTION of ideas, movements, previous models. The other is the capacity for PRODUCTION of new ideas, new movements, new models. These two capacities are inherent in our humanity. Some people use it faster, some slower. Some use it with greater depth, while others do not - but ALL people possess these basic capacities.

Tasks in physical education and sport fall into these two basic categories. Some tasks require precision in performance, some require a great deal of drill and practice, some tasks require synchronization in performance with other people. For example: compulsory gymnastics; synchronized swimming, aerobics, practicing specific skills in football. The main characteristic of this category of tasks in replication - they represent the REPRODUCTION capacity.

On the other hand, there are tasks that invite options in performance, experimentation, and creative solutions to problems. For example: optional routines in gymnastics, developing new strategies in a game, inventing new games. The main characteristics of this category of tasks are searching for new ideas and experimenting with different solutions - these tasks represent the PRODUCTION capacity.

The "Spectrum of Teaching Styles" is a paradigm of alternative models for teaching and learning. The first five styles reach the OBJECTIVES of reproduction, and the other styles reach the objectives of production. The Spectrum identifies an array of styles - From Command to Discovery - and each style specifically identifies the Teaching Behavior, The Learning Behavior, and the Objectives of the particular style.

Different objectives, therefore, require different teaching styles. The multiplicity and variety of tasks in physical education and sport invite the richness of teaching and learning offered by the "Spectrum of Teaching Styles".