SHIFT OF DECISIONS

IN

THE SPECTRUM OF TEACHING STYLES*

*MUSKA MOSSTON - TEACHING: FROM COMMAND TO DISCOVERY
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**The Anatomy of the Command Style**

*Style A*

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Role of T</th>
<th>Role of L</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Impact</strong></td>
<td>Makes All the Decisions</td>
<td>Not Involved</td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td>Makes All the Decisions</td>
<td>Performs, Follows, Obeys, Etc.</td>
</tr>
<tr>
<td><strong>Post-Impact</strong></td>
<td>Makes All the Decisions</td>
<td>Not Involved</td>
</tr>
</tbody>
</table>
SHIFT OF DECISIONS FROM STYLE A \rightarrow B

PRE-IMPACT

A \{ T \}  B \{ T \}

Location
Posture
Order of Tasks (when randomly designed)
Starting Time
Pace/Rhythm
Stopping Time
Interval
Attire and Appearance
Initiating "Questions for Clarification"

IMPACT

\{ T \}  \rightarrow  \{ L \}

POST-IMPACT

\{ T \}  \{ T \}
THE ANATOMY OF PRACTICE STYLE

(Style B)

**PRE-IMPACT**

\[
\{ T \} \quad \text{Makes All the Decisions}
\]

\[
\{ L \} \quad \text{Not Involved}
\]

**IMPACT**

\[
\{ T \} \quad \text{Makes All the Decisions as in Style A}
\]

\[
\{ L \} \quad \text{Makes Specific Decisions About:}
\]

- Location
- Posture
- Order of Tasks (when randomly designed)
- Starting Time (per task)
- Pace/Rhythm
- Stopping Time (per task)
- Interval
- Attire & Appearance
- Initiating Questions for Clarification

**POST-IMPACT**

\[
\{ T \} \quad \text{Makes All the Decisions}
\]

\[
\{ L \} \quad \text{Not Involved}
\]
SHIFT OF DECISIONS FROM STYLE B → C

B  C

\{ \hat{T} \}  \{ \hat{T} \}
\{ \hat{L} \}  \{ \hat{d} \}
\{ \hat{T} \}  \{ \hat{o} \}
THE DYNAMICS OF STYLE C

THE TRIAD:

1. Purpose of Style: 1. To Enhance Communication Between d and o (within the context of the prescribed task). 2. To provide immediate feedback to d.

2. Role of T: Enhance the Behavior of o.

3. Role of o: Communicating with d about the performance (based on criteria established by T).

4. Role of d: Performing the Task; Seeding Information About Performance from o.

5. At the Completion of a Task d and o Switch Roles.
THE ANATOMY OF RECIPROCAL STYLE

(Style C)

Role of T    Role of L

Pre-Impact

\{ \}

T

Makes All the Decisions

Not Involved

Impact

\{ \}

\{d\}

Observes the Performance of d and o

\(d \quad \text{makes the decisions as in Style B} \)

\(\text{communication with } o\)

Post-Impact

\{ \}

\{o\}

Makes Decisions About the Performance of o

1. Observes

2. Compares & Contrasts d's performance against criteria

3. Draws conclusions

4. Communicates results to d.
SHIFT OF DECISIONS FROM STYLE C \rightarrow D

PRE-IMPACT

\{ T \} \rightarrow \{ T \}

IMPACT

\{ d \} \rightarrow \{ L \} \rightarrow \text{Self assessment in relation to the LEVEL of S.M.}
\rightarrow \text{Initial Placement in the S.M.}

POST-IMPACT

\{ o \} \rightarrow \{ L \} \rightarrow \text{Self evaluation against criteria (prepared by T)}
\text{Deciding whether or not further placement on the range is desired.}
THE ANATOMY OF INDIVIDUAL PROGRAM (T.D.)

(Style D)

<table>
<thead>
<tr>
<th>PRE-IMPACT</th>
<th>ROLE OF T</th>
<th>ROLE OF L</th>
</tr>
</thead>
<tbody>
<tr>
<td>{T}</td>
<td>Makes All the Decisions</td>
<td>Not Involved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IMPACT</th>
<th>Observes The Performance of L</th>
</tr>
</thead>
<tbody>
<tr>
<td>{L}</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POST-IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>{L}</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>PRE-IMPACT</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>{T}</td>
</tr>
<tr>
<td>{L}</td>
</tr>
<tr>
<td>{T}</td>
</tr>
</tbody>
</table>

**Shift of Decisions from Style D → E**

- **Delivery of sequence of stimuli**
  (creation of cognitive dissonance)
- **Single correct response per stimulus**
  ("small" discoveries of S.M.)
- **Self confirmation of correct responses**
  (when intrinsic to the task)
- **Feedback to L**
### THE ANATOMY OF GUIDED DISCOVERY

(STYLE E)

<table>
<thead>
<tr>
<th>Pre-Impact</th>
<th>Role of T</th>
<th>Role of L</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Makes All the Decisions</td>
<td>- Not Involved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact</th>
<th>Role of T</th>
<th>Role of L</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Delivers the Sequence of Stimuli to L</td>
<td>- Responds to Each Stimulus.</td>
<td></td>
</tr>
<tr>
<td>- Never &quot;Gives the Answer&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post-Impact</th>
<th>Role of T</th>
<th>Role of L</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Acknowledges and Reinforces the Sequence of Responses</td>
<td>- Accepts Feedback</td>
<td></td>
</tr>
</tbody>
</table>
SHIFT OF DECISIONS FROM STYLE E \rightarrow F

PRE-IMPACT

\{ T \} \rightarrow \{ T \}

\{ L \}

IMPACT

\{ T \} \rightarrow \{ T \} \quad \text{Delivery of Problem(s)}

\{ T \} \quad \text{Multiple Responses Per Problem, Question, etc.}

\{ L \}

POST-IMPACT

\{ T \} \rightarrow \{ T \} \quad \text{Verifies Own Solutions}

\{ L \} \quad \text{(depends on S.M.)}
THE ANATOMY OF PROBLEM SOLVING

(STYLE P)

<table>
<thead>
<tr>
<th></th>
<th>ROLE OF T</th>
<th>ROLE OF L</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-IMPACT</td>
<td>{T} Makes All the Decisions</td>
<td>Not Involved</td>
</tr>
<tr>
<td></td>
<td>{L}</td>
<td></td>
</tr>
<tr>
<td>IMPACT</td>
<td>{L} Delivers The Question(s), Problem, etc.</td>
<td>Engages in divergent responses</td>
</tr>
<tr>
<td></td>
<td>{T}</td>
<td></td>
</tr>
<tr>
<td>POST-IMPACT</td>
<td>{L} Verifies Responses (depends on S.M.)</td>
<td>- Verifies Own Responses (Depends on S.M.)</td>
</tr>
<tr>
<td></td>
<td>{T}</td>
<td>- Accepts Verification by T</td>
</tr>
</tbody>
</table>
SHIFT OF DECISIONS FROM STYLE F $\rightarrow$ G

\[ \begin{align*}
\text{PRE-IMPACT} & : \quad \{ T \} \rightarrow \{ L \} \quad \text{All decisions} \\
\text{IMPACT} & : \quad \{ L \} \rightarrow \{ L \downarrow T \} \\
& \quad \text{Receives Information about L's Decisions} \\
& \quad \text{Asks questions for information; clarification of L's decisions} \\
\text{POST-IMPACT} & : \quad \{ L \uparrow T \} \rightarrow \{ L \downarrow T \} \\
& \quad \text{Accepts and Acknowledges L's final product, evaluation, etc.}
\end{align*} \]
### THE ANATOMY OF INDIVIDUAL PROGRAM - S.D.

<table>
<thead>
<tr>
<th></th>
<th>ROLE OF T</th>
<th>ROLE OF L</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRE-IMPACT</strong></td>
<td>None</td>
<td>Makes All Decisions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Including: 1. Initiation of the style</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. R &amp; R. 3. The &quot;Use of T.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IMPACT</strong></td>
<td>Receives Information from L</td>
<td>Makes All Decisions</td>
</tr>
<tr>
<td></td>
<td>Asks questions for information, clarification of L's decisions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Available to L</td>
<td></td>
</tr>
<tr>
<td><strong>POST-IMPACT</strong></td>
<td>Accept &amp; Acknowledges L's final product, evaluation, etc.</td>
<td>Makes Final Decisions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>