

How can the Spectrum of Teaching Styles continue to evolve in **Taiwan**?



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What has the Spectrum achieved?

- Been spread to over 100 countries.
- Been translated into at least 8 languages.
- Been studied and the results are published as journal articles and book chapters around the world.
- Existed for a half of century.

How can the Spectrum continue to evolve for another 50 years?

While modified definitions can cause confusion in a number of ways, ... a survey of most current definitions shows that, broadly, two essential aspects of the concept [physical literacy] are retained. (Whitehead, 2019, p. 10)



“



The example of physical literacy ...

While diffusing across cultures,

- any concept/innovation might be modified and should be embedded in a particular culture.
- any concept/innovation contains of core tenets that represent itself in nature.

How can the Spectrum continue to evolve without losing its core tenets in Taiwan?



Content

- ① Core tenets of the Spectrum
- ① Current status of the Spectrum in Taiwan
- ① Implication of my dissertation
- ① Approaches to Spectrum's sustainable development
- ① Final remarks

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Core tenets of the Spectrum

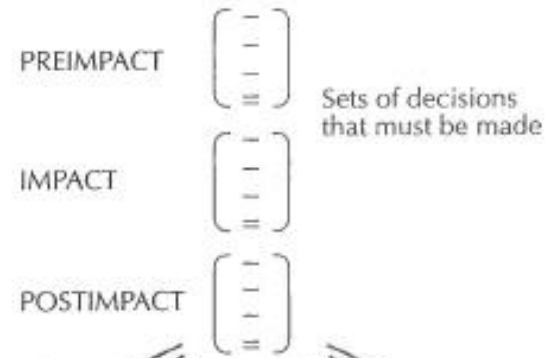


Tenet 1

1. The AXIOM:

TEACHING BEHAVIOR IS A CHAIN OF DECISION MAKING

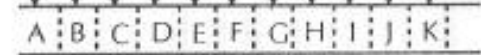
2. The ANATOMY of any STYLE:



3. The DECISION MAKERS:



4. The SPECTRUM:



5. The CLUSTERS:



(Mosston & Ashworth, 1994, p. 4)



Tenet 2

Teaching is a goal-oriented activity.

(Rink, 2010)

(Mosston & Ashworth, 1994, p. 4, 10)

6. The DEVELOPMENTAL EFFECTS:

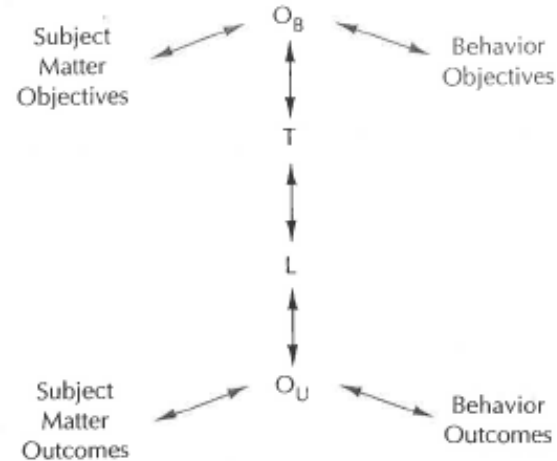
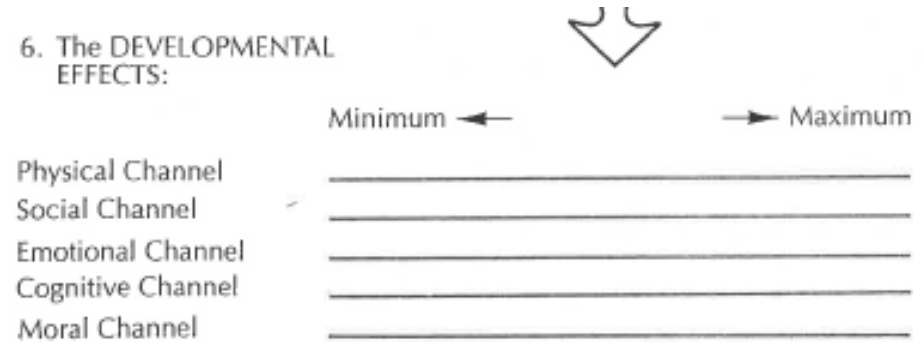


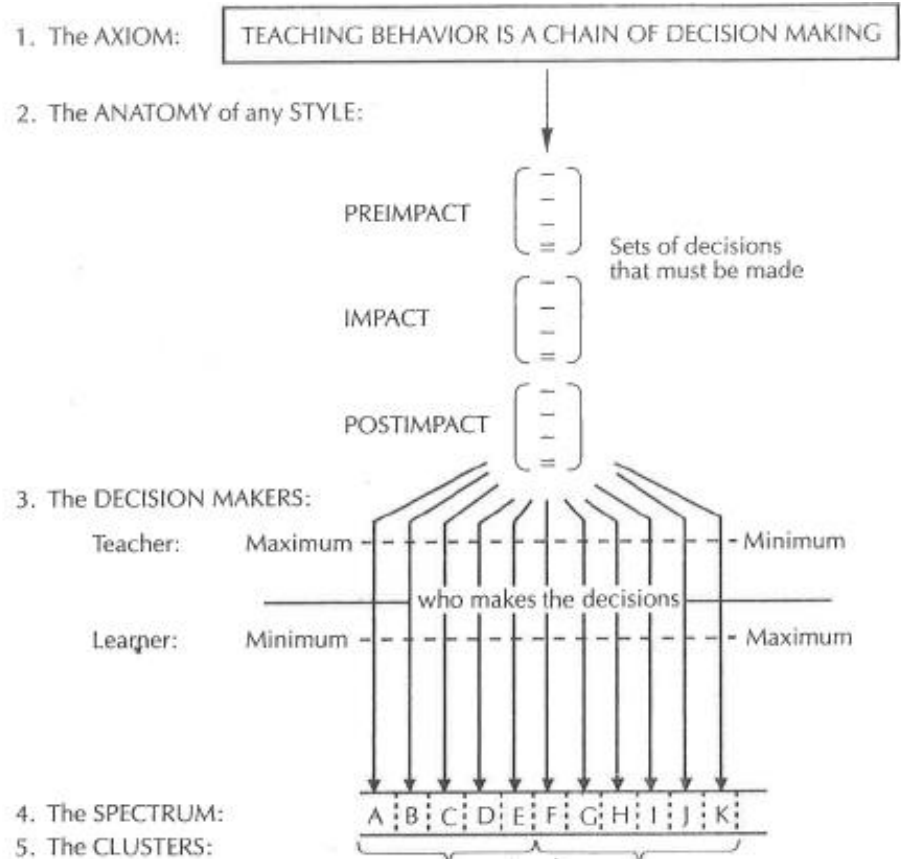
FIGURE 1-5 The pedagogical unit



Tenet 3

The landmark styles is identified “along this decision-making continuum by gradually shifting decisions between teacher and learner until new styles emerged.”

(Goldberger et al., 2012, p. 273)



2

Current status of the Spectrum in Taiwan



In latest national curriculum document

6. 採用多樣化的體育教學方法、模式或策略，以確保學生之學習效率，如：樂趣化體育教學、理解式球類教學法、**摩斯登（Mosston）教學光譜**、運動教育模式、動作教育模式、體適能教育模式、個人與社會責任模式、分站教學及其他。

(Ministry of Education, 2018, p. 38)

The Spectrum has been suggested as one kind of instructional method or strategy at the national level.



In teacher education program

The Spectrum has become one of the crucial content in the courses of PETE program.

(Shy, 2021)

02/22	課程介紹與分組、教師生命史與未來的挑戰
03/01	228 連假
03/08	素養導向體育教學與身體素養
03/15	光譜第 1 章、第 2 章
	The command style(style A)文本研討與教案編寫
03/22	The practice style (style B)文本研討與教案編寫
03/29	The reciprocal style (style C)文本研討與教案編寫
04/05	補假
04/12	The self-check style (style D)文本研討與教案編寫
04/19	The inclusion style (style E)文本研討與教案編寫
04/26	Reproduction cluster 總研討及教學光譜第 8 章、第 9 章
05/03	The guided discovery style (style F)文本研討與教案編寫
05/10	The convergent style (style G)文本研討與教案編寫
05/17	The divergent style (style H)文本研討與教案編寫
05/24	The individual program-learner's design (style I)文本研討與教案編寫
05/31	The learner-initiated style (style J)文本研討與教案編寫
06/07	期末總複習暨素養導向課程設計探究
06/14	端午節放假一天
06/21	期末考試



In teacher enrollment examination

臺北市 110 學年度市立普通型高級中等學校 正式教師聯合甄選 體育科 題本

1. 關於Mosston教學光譜，下列敘述何者錯誤？
- (A)包含十一種的教學模式
(B)分為再製群集與生產群集
(C)教學是一連串做決定的過程
(D)包含式是屬於生產群集
(E)K式，又稱為自教式

The Spectrum is very often selected as the exam questions which are proposing to understand future PE teachers' pedagogical knowledge.

3

Implication of my dissertation



Implications 1

PTs merely acquired partial knowledge of The Spectrum.

Style B has no task sheet. It is style C which starts to use criteria sheet. Yes! (O-Tsai-2-37.38)

The Spectrum was assimilated into PTs' prior knowledge.

I think students in cooperative learning are relatively close to the students in reciprocal style. It is the way how they two or many of them [students] likely learn how to work together (O-Chen-5-20.23)

PTs created their own understanding of the Spectrum.

For example, I can't say group up in three and then follow the criteria sheet to do. I must ask everyone line up in front of me and then a student do first...assign one to observe and one to protect. Whole class do and switch at the same time. (O-Hsu-7-11.17)



Implications 2

It is the content and need, rather than the purpose of teaching, that attracted PTs to implementing their knowledge of The Spectrum in teaching.

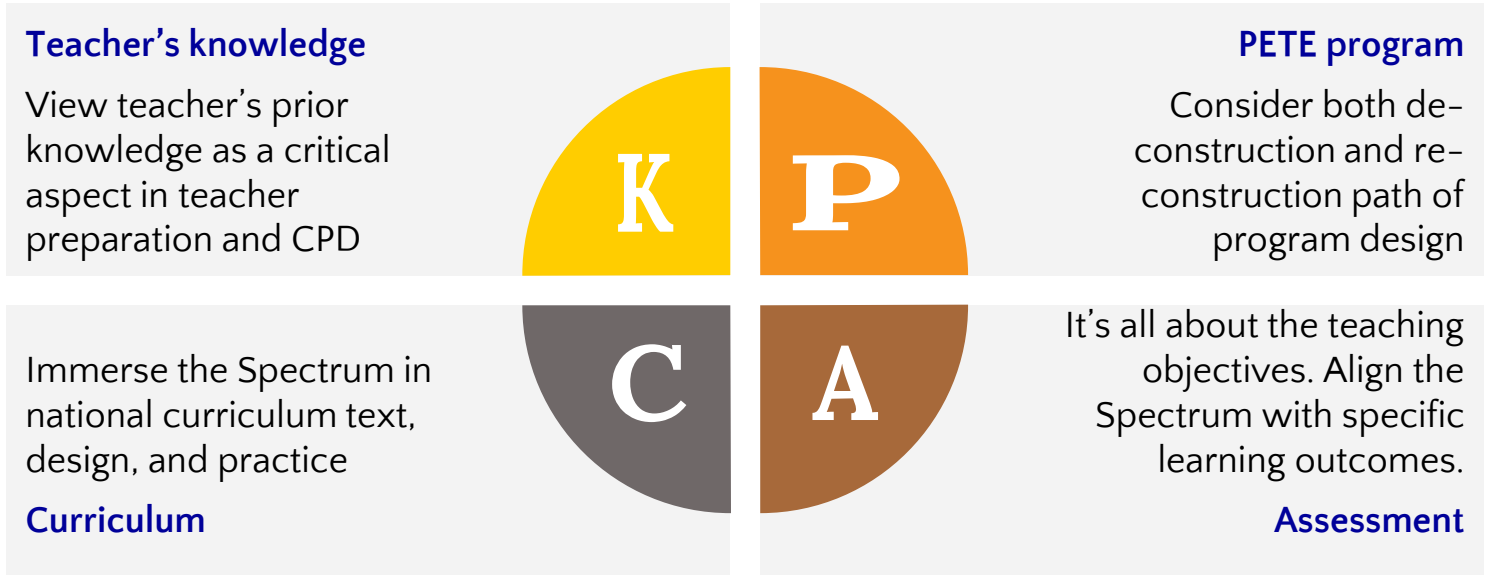
Actually, it is...how to say that...somewhat probably to take what you need. Likely, I am teaching a content which may need a few practice style, so it may be applied but not completely follow the model of practice style... (O-Liu-6.37-7.2)

4

Approaches to Spectrum's sustainable development



Approaches that can be adhered to





Final remarks

- ◎ The Spectrum is able to continuously evolve in Taiwan unless it is essentially embedded in the **local curricular and instructional context**.
- ◎ The core tenets of the Spectrum are capable to remain by considering both instructors' **knowledge de-construction** and **re-construction** mechanisms.



Thank you for your attention!

*Any **questions** ?*

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