The Following is an unpublished paper for professors, teachers and students interested in identifying what teaching style is being utilized during a lesson.

IDENTIFICATION OF CLASSROOM TEACHING-LEARNING STYLES ©
BASED ON THE SPECTRUM OF TEACHING STYLES FRAMEWORK

This tool is designed to determine which teaching style(s) are used in the classroom. This identification tool does not determine the *fidelity* or the *appropriateness* of the teaching-learning approach, but rather it identifies which of the Spectrum landmark teaching-learning styles the classroom behavior <u>most resembles</u>. This tool focuses on classroom **expectations** (stated and/or observed) in subject matter and learner behavior (the manner in which the learners are engaged in the task). During class time, more than one set of expectations is given; therefore, a series of *episodes* (a period of time in which the teacher and learners are in the same set of expectations) comprise each lesson. Consequently, the teaching-learning behavior in each *episode* within the lesson *must* be tallied, if an accurate analysis is to be made about which teaching-learning styles are used and which one(s) are used more frequently. Although there may be variations within the expectations, the teaching-learning styles used in the series of episodes throughout the lesson may resemble the same or different styles.

Directions: To identify the teaching-learning style, record the classroom action as it relates to both subject matter and learner behavior expectations. Record by placing a check or number, which represents the different episodes, in the blank spaces under each set of expectations. Each set of expectations can be placed into one of two clusters—reproduction (memory) teaching or production (discovery) teaching.

Listen to the verbal comments and/or observe the action to determine if the subject matter (the task) invites reproduction or production thinking. Then observe the manner in which the learners are participating in the task to identify the specific teaching-learning behavior in use.

    I. Subject Matter Expectations – the content/task design
       a. Reproduction-memory tasks. Four characteristics depict memory tasks. <u>Any one / all</u> characteristics indicate reproduction tasks.
       b. Production-discovery tasks. Two characteristics depict two different types of discovery expectations. Each represents production tasks.

    II. Learner Behavior Expectations – how are the learners asked to participate in the activity?
       a. Reproduction. Five landmark *behavior descriptions* delineate different memory teaching-learning styles.
       b. Production. Four landmark *behavior descriptions* delineate different discovery teaching-learning styles.
       c.

I.   Reproduction - Subject Matter Expectations

Four characteristics depict memory tasks. Any one characteristic indicates a reproduction task.

Content is to be replicated as demonstrated (shown / explained) to the learners	The learner knows, has familiarity with, or is provided with the specifics of the task	"Correct" response(s) or a performance model exists in the subject matter task	Memory cognitive operations are used	Other: Learners could be passively (listening) or actively engaged in the task. Options with the prescribed task could be available

Reproduction - Learner Behavior Expectations

Five landmark *behavior descriptions* delineate different memory teaching-learning styles

Behavior 1: Precision Performance . Synchronized . On cue responses/ performance . Stimulus immediate response	**Behavior 2:** Individual practice, private feedback about performance from teacher **OR** Classroom experiences that seek "correct" responses: Factual question and answer lessons; Opinion or Review discussions; Lectures; Share Time activities, Guided Practice episodes, etc.) **OR** . "Listening" task **OR** . "Cooperative learning" or peer experiences where feedback is from peers who know how to do the task	**Behavior 3:** Partner practice with immediate feedback provided by a peer who uses teacher made criteria <u>and with</u> opportunity for switching practice and feedback roles (<u>both</u> learners must engage in both roles: performance practice and feedback practice using teacher prepared detailed criteria)	**Behavior 4:** Individual practice <u>and</u> engagement in self-assessment using teacher prepared detailed criteria	**Behavior 5:** Individual practice on a self-selected "difficulty level." All learners are engaged in the same task; however students choose their level of difficulty <u>and</u> Engagement in self-assessment using teacher prepared detailed criteria <u>and</u> opportunity to make another "level" selection if task is too difficult or not difficult enough
Behavior akin to the Command Style - A	Behavior akin to the Practice Style - B	Behavior akin to the Reciprocal Style - C	Behavior akin to the Self-Check Style - D	Behavior akin to the Inclusion Style – E

II. Production: Subject Matter Expectations

Two characteristics depict different types of discovery expectations.

Convergent Discovery Thinking		Divergent Discovery Thinking	Other:
One "correct" response exists in the subject matter; however, the delivery process shifts discovery of the concept to the learner There are two distinct convergent discovery behaviors	**OR**	Learners produce multiple-discovered responses within a particular question... (Specific "correct" responses are not anticipated.) Two divergent discovery behaviors are described	Learners did not know the content before the experience. Subject matter is produced (discovered) by the learners Discovery cognitive operations are elicited Learners are active in the subject matter

Production: Behavior Expectations

Four landmark *behavior descriptions* delineate different discovery teaching-learning styles.

Behavior 6: Guided Convergent Discovery	Behavior 7: Convergent Discovery	Behavior 8: Divergent Discovery	Behavior 9: Individual Program Divergent Discovery
Learners engage in a <u>series of logically sequenced</u> questions that lead to the <u>discovery</u> of **ONE** "correct/anticipated" response (The "correct/ anticipated" response <u>can be</u> a concept, principal, rule, or relationship. The "correct/ anticipated" response <u>cannot be</u> a date, a name, a vocabulary word or a remembered fact. If the learner knows the target BEFORE the questions, the experience is not discovery rather behavior 2.) Although this teaching-learning behavior is possible with the whole class, it is most desirable with one student	Learners are presented <u>one</u> question (that has one "correct/anticipated" answer) that requires logical, connected, discovery "thinking." <u>No additional questions from the teacher or peers are given. Discover</u>	Learners are presented one question or a series of questions that result in the production (discovery) of multiple responses that were previous unknown to the learner	Learners are presented a problem/situation/ or condition (that is unknown/new to them) and they must design a program that presents discovered solutions to the stated situation
Behavior akin to the Guided Discovery Style - F	Behavior akin to the Convergent Discovery Style - G	Behavior akin to the Divergent Discovery Style -H	Behavior akin to Individual Program Learner Design Style - I