

PETE Students' Perceptions about Mosston's Spectrum of Teaching Styles

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Background/Purpose Over the years, Mosston's spectrum of teaching styles (STS) has played a crucial role in fostering and developing students' teaching strategies and skills in physical education teacher education (PETE) programs. The STS-based PETE programs have proved to be effective in preparing and developing teachers' ability of teaching (Ashworth, 1992; Byra, 1999). This study investigated how student teachers (ST) perceived and employed the STS and examined if they differed by class classification.

Method Participants were 65 ST [31 graduate students (GSs) and 34 undergraduate students (USs)] enrolled in STS-based teaching methods courses in a PETE program. An adapted version of Ashworth's Spectrum of Teaching Style Inventory (STSI, 2008) was used to collect data. The STSI requires participants to respond to three statements for each of the 11 STS on 5-point scales, respectively.

Analysis/Results Descriptive statistics revealed participants self-reported on using the STS were: Command ($M = 3.80$), Practice ($M = 3.77$), Inclusion ($M = 3.41$), Reciprocal ($M = 3.29$), Divergent ($M = 3.00$), etc. Results of independent samples t-tests showed: the GSs scored significant higher ($p < .05$) on using Learner-initiated style than those of the USs; to the rest ten styles, the participants employed them in a very similar way; regarding the perception of the STS, the GSs scored significantly higher ($p < .05$) than the USs in eight styles.

Conclusions The GSs were more likely to report the use of Learner-initiated styles than the USs. This result suggests ST educational experiences might be related to their perceptions and use of the STS.

Abstract ID#: 16714

Password: 267590

Program Selection: Research Consortium

Keywords: assessment, measurement/evaluation, professional preparation

Session: Pedagogy

Track: Research

Presentation Format: Either Oral or Poster

I certify that this research will not be presented elsewhere prior to the 2012 AAHPERD Convention and that it was

not accepted for publication at the time of submission.
IRB Approval/Exemption: Signed by Howard Z. Zeng

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