

Self-Teaching Style-K

Description of a Self-Teaching Style*



What classroom image would you see between the teacher and learners that would indicate the structure of the Self-Teaching Style?

This style is independent of and not initiated by the teacher. The learner takes the role of both student and teacher in setting all learning objectives.

The learner self-initiates and is independently motivated to engage in the self-determined learning experience. The learner makes decisions about subject matter intent, design, execution, and assessment of the learning experiences. Feedback from others is sought only IF the learner seeks it.

(This style is outside the realm of the classroom environment.)

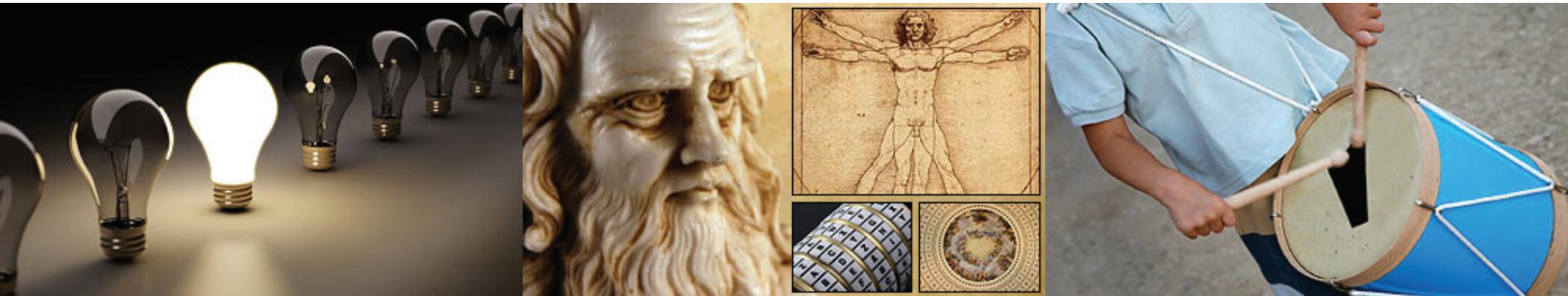


The content in this style is new and not known in advance to the learner. Styles F-K promote different structures for discovery learning and different cognitive operations.

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Learning Focus

The learning focus of the Self-Teaching Style is individual tenacity and the desire to construct one's own learning experiences. This teaching-learning style does not exist in the school or classrooms. This style is governed by the individual's decision-making expectations and desires.



* All subject matter has content that is appropriate for the different teaching styles. Physical activities were selected to more visually convey the decision making concept of each style.

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The Anatomy

In the anatomy of the Self-Teaching Style, the individual learner (L) participates in the roles of both teacher and learner and makes all the decisions—in the pre-impact, impact, and post-impact sets.



* The arrows represent the decision shifts from the Learner Initiated Style-J to the Self-Teaching Style-K.

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Style Summary

In the Self-Teaching Style, the individual participates in the roles of both teacher and learner and makes all decisions in the pre-impact, impact, and post-impact sets.

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Subject Matter Objectives

Self-Teaching Style does not have a specific designated set of objectives. The individual's cognitive, emotional, ethical, social needs and desires determine the specific objectives.

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Behavior Objectives

Self-Teaching Style is motivated by the objectives that the individual has established to be achieved.

The internal logic of the Spectrum leads to the realization that it is, indeed, possible for a person to make all decisions for him/herself. This behavior cannot be initiated or assigned by a teacher; however it does exist in situations when an individual is engaged in teaching, producing, discovering and expressing him/herself.

This style is NOT reserved for only the Leonardo da Vinci or Edisons. It could be for any person who fathoms the intricacies of a complex hobby, an individual who is fascinated by and driven to know something, or a scientist who is propelled to understand the unknown. It could be for any person who is bold enough to push back boundaries, tenacious enough to endure obstacles, and mantic enough to march to a different drummer.