

# Self-Teaching Style-K

## Description

**The following statement applies to each style:** A significant factor influencing the quality of teacher education and pedagogical research is the ability to reliably distinguish one teaching style from another. Learning to "see the decisions anatomy " that comprise each style takes time. However, it is possible to distinguish the general image of one style from another rather quickly. The following description offers an image of the classroom that represents this landmark T-L style. This description applies to any teaching event-either a Spectrum or a non-Spectrum classroom. When this description is observed in the classroom, the set of decisions and the learning expectations in subject matter and human behavior are inherently promoted. Thus, each description represents more so than not this teaching-learning style with its distinct O-T-L-O

This style is independent of the teacher and not initiated by the teacher. The learner takes the role of both student & teacher setting all learning objectives. The learner self-initiates and is independently motivated to engage in this learning experience. The learner makes decisions about subject matter intent, design, execution, and assessment of the learning experiences. Feedback from others is occurred only IF the learner seeks it.

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