

# Learner-Initiated Style-J

## 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

A learner initiates a request to the teacher to plan his/her own learning experience. In this experience the student makes all decisions: selects the subject matter intent, designs, executes, and identifies the assessment criteria for the learning experience. The teacher participates when and how the learner requests. The teacher acknowledges the learner's successful implementation of the plans and initiates questions where discrepancies emerge between the learner's intent and actions. It is not the teacher's job to evaluate, rather act as a reference source between the indicated intent and action.

\* This style is only for the individual who approaches the teacher to request this experience; it is not a whole class experience.