

Description of a Reciprocal Style*



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

In the Reciprocal Style you would see students working in a partner relationship with each partner engaged in different roles (different decisions and expectations). One partner (the doer) practices the task, while the other partner (the observer) uses a teacher-prepared criteria (checklist) to offer immediate and on-going feedback about the performance to the doer. When the first set of tasks is finished, the students switch roles and continue to the second set of tasks. The teacher interacts with the observer to affirm the use of the criteria and the accuracy of the feedback comments and/or to redirect the observer's focus to specific performance details on the criteria.

This experience offers practice in giving and receiving immediate feedback about a task and practice in developing comparing, contrasting, communication, and social skills such as patience, tolerance, and accepting of individual differences.

* Teaching Styles A-E engage the learners in practicing tasks that rely on reproduction cognitive operations. The content in these styles may be new to the learner, a review, a practice or a test of previously experienced content.

Reciprocal Style-C

Learning Focus

The learning focus of the Reciprocal Style is to develop a social interaction that reinforces the giving and receiving of immediate feedback that is guided by specific teacher-prepared criteria.

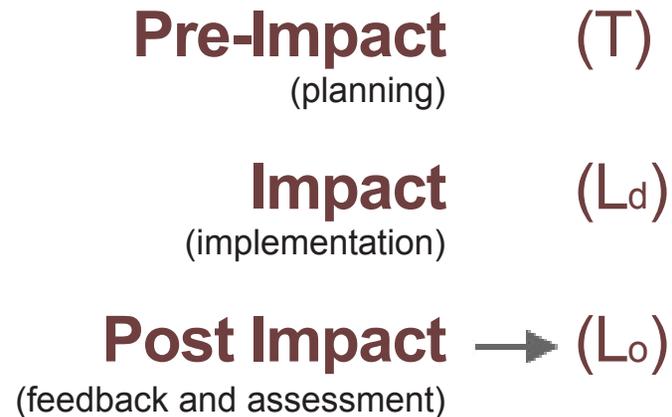


* All subject matter has content that is appropriate for the different teaching styles. Physical activities were selected to more visually convey the decision-making concept of each style.

Reciprocal Style-C

The Anatomy

In the anatomy of the Reciprocal Style, the role of the teacher (T) is to make all subject matter, criteria, and logistical decisions and to provide feedback to the observer. The learner's (L) role is to work in partnership relationships. One learner is the doer who performs the task, making the nine decisions of the Practice Style, while the other learner is the observer who offers immediate and on-going feedback to the doer, using a criteria sheet designed by the teacher. At the end of the first practice, the doer and the observer switch roles—hence the name for this landmark behavior—The Reciprocal Style.



* The arrow represents the decision shift from the Practice Style-B to the Reciprocal Style-C.

Reciprocal Style-C

Style Summary

In the Reciprocal Style, the teacher's role is to make all subject matter, criteria, and logistical decisions and to provide feedback to the observers. The learners' role is to work in a partner relationship. One learner is the doer who performs the task, making the nine decisions of the Practice Style, while the other learner is the observer who offers immediate and on-going feedback to the doer, using a criteria sheet designed by the teacher. At the end of the first practice set, the doer and the observer switch roles, hence the name for this landmark style. Doer 1 becomes observer 2, and observer 1 becomes doer 2.

Subject Matter Objectives

When the Reciprocal Style is achieved, the following subject matter objectives are reached:

- ▶ To internalize the specifics of the subject matter by having repeated chances to practice with a designated observer
- ▶ To visualize the steps, sequence, or details involved in a given task
- ▶ To learn to use subject matter criteria to compare, contrast, and assess performance
- ▶ To practice identifying and correcting errors immediately
- ▶ To practice a task without the teacher
- ▶ Others

Reciprocal Style-C

Behavior Objectives

When the Reciprocal Style is achieved, the following behavioral objectives are reached:

- ▶ To practice communication skills (verbal behavior) that enhance a reciprocal relationship
- ▶ To expand socialization and interaction skills
- ▶ To learn to give and receive feedback from peers
- ▶ To develop social bonds that go beyond the task
- ▶ To trust interacting/socializing with others
- ▶ To experience the rewards (feelings) of seeing one's peer succeed
- ▶ To develop patience, tolerance, and acceptance of others' differences in performance
- ▶ To develop empathy
- ▶ To learn social manners
- ▶ Others