

Description of a Practice Style*



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

In the Practice Style you would see the teacher selecting the memory/reproduction subject matter tasks and all logistical parameters (such as quantity, time limits, equipment, materials, etc.) and the students individually and privately practicing the specific tasks. While the students practice, the teacher would circulate among the students and offer private feedback.

The students experience the beginning of independence with private practice. They learn to initiate the nine decisions and practice tasks within an allocated time frame, and they learn to accept and be tolerant of the nine decisions others make.

* 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.

Practice Style-B

Learning Focus

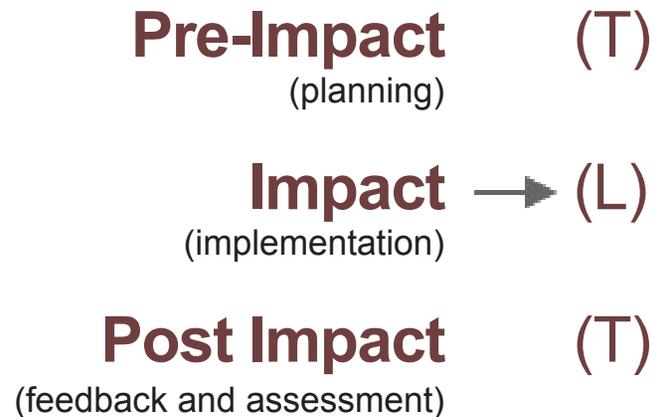
The learning focus of the Practice Style is to initiate individual and private practice of a memory/reproduction task while receiving private feedback from the teacher.



* 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.

The Anatomy

In the anatomy of the Practice Style, the role of the teacher (T) is to make all subject matter and logistical decisions and to provide private feedback to the learners. The role of the learner (L) is to individually and privately practice a memory/reproduction task while making nine specific decisions.



* The arrow represents the decision shift from the Command Style-A to the Practice Style-B.

Style Summary

In the Practice Style the role of the teacher is to make all subject matter and logistical decisions and to provide private feedback to the learners. The role of the learner is to individually and privately practice a memory/reproduction task while making nine specific decisions. These decisions include location, order of tasks, starting time, pace and rhythm, stopping time, interval, initiating questions for clarification, attire and appearance, and posture. The developmental process of independence begins with the shifting of the nine decisions in Practice Style.

Subject Matter Objectives

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

- ▶ To practice by oneself reproducing the model
- ▶ To activate memory cognitive operations necessary for the task
- ▶ To acquire and internalize content from private practice
- ▶ To realize that proficient performance is related to task repetition
- ▶ To realize that proficient performance is related to knowledge of results through feedback
- ▶ Others

Practice Style-B

Behavior Objectives

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

- ▶ To experience the beginning of independence by making the nine decisions
- ▶ To develop initiating skills in the nine decisions
- ▶ To realize that decision making accommodates learning the task
- ▶ To learn to be accountable for the consequence of each decision, for example:
 - ▶ Relationship between time and tasks
 - ▶ Regulation of one's pace and rhythm
 - ▶ Consequences of use of time
- ▶ To learn to respect others' rights to make decisions in the nine categories
- ▶ To initiate an individual and private relationship between the teacher and learner
- ▶ To develop trust in shifting and making the nine decisions
- ▶ Others