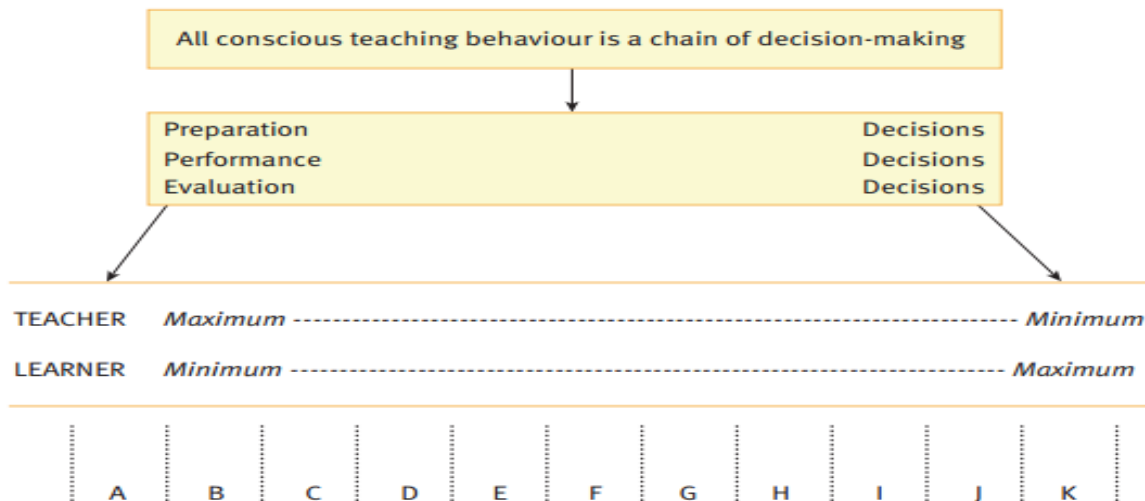


### 5.3.9 Outline the spectrum of teaching styles

- **Mental practice**, sometimes known as **mental rehearsal**, is when a performer thinks about specific components of the movement without actually performing the movement.
- **Mental practice aids performance** because it helps the performer to understand and practice the cognitive components of the movement, where sequence, timing or strategy might be critical to successful performance. However, most researchers believe that, as a learning tool, mental rehearsal **only works in conjunction with physical rehearsal**.
  - One theory put forward to explain the advantages of mental rehearsal is that, by thinking about the skill, we build up a picture or model in our Central Nervous System (CNS) of how the skill should be performed.
- 11 teaching styles, A to K, used in physical education.
  - However, these styles are also used in coaching and, when used appropriately, can facilitate the development of cognitive, affective and motor skills.
  - The governing principle that underpins the teaching styles is that decision-making is the unifying element that connects the teaching and learning experience.



- The **reproductive cluster** (A to E) would choose to use these styles when the objective is to replicate specific known skills and knowledge.
  - The teacher specifies the subject matter, the learning conditions (style) and defines the criteria for correct task completion.
- The **productive cluster** (F to K) involves the discovery of new information by the learner.
  - The learner is engaged in cognitive operations such as problem-solving, inventing, comparing, contrasting and synthesizing; the climate favors patience and tolerance, and individual, cognitive and emotional differences.
  - **Feedback refers to the production of new ideas.**

- **Command (Style A):**

- When adopting the command style, the coach or teacher is very much in charge. They select the content for the session as well as the methods of practice and training. There is no ambiguity in the role of the coach/teacher or the learners. This style can be particularly useful when working with a large group or when the activity involves an element of danger
- For teachers or coaches to use this style successfully they need to be particularly well respected for their knowledge of the activity, of the teaching style and the learners.
- However, this style has major limits if the learners are at different levels of ability and development
  - This can result in the learner becoming a clone of the teacher.
  - It has limitations for developing open skills as these require the performer to adapt and make their own decisions.

- **Reciprocal (Style C):**

- The reciprocal style is sometimes called peer teaching or coaching.
- As with the command style, the teacher or coach sets the agenda, i.e. chooses the topic or topics to be learned.
- They then encourage the learners to work in pairs so that they can provide each other with feedback about their performance in the task.
- The teacher or the coach may have to spend some time with the learners to develop their ability to observe and provide feedback, however, this style is useful when the learners know the tasks well and are willing and able to help one another.
  - They can progress at their own rate and can work on the specific aspects of their own performance. Some care may have to be taken when pairing learners, as not everyone is able to work cooperatively

- **Problem-solving approach (Style H):**

- The problem solving approach (aka divergent style) encourages students to be creative and develop their individual cognitive and performance processes.
- According to their different sizes, shapes, abilities and capabilities learners can approach problems set by their teacher individually.
- This style can lead to some great moments of innovation by the learners. It also allows for an increase in independence and self-esteem in the individual.
- Additionally, when games players have developed a solution of their own, they are more likely to want to implement it during the game than one which has been forced upon them.
- This “cognitive perspective” approach is believed to have long term benefits as learners are encouraged to think about, understand and adapt performance according to a variety of situations.
- Variety of practice is important for positive transfer and the development of schemas. It also allows learners to deal with new or novel situations.
- The main issue for the teacher or coach is to set realistic problems and to explain the scenario succinctly to the learner. Learners do need a lot of experience to use this method successfully.