



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Semester 2

BMPE4005 Physical Education and Aquatic Activities

- WK 4 -

Applying Learning Theories and Teaching Styles

*Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives*

Mara Mata



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Plan for Today

- Applying theory into practice through different scenarios.
- Setting up the remaining weeks of the semester.

Learning Outcomes

- Demonstrate knowledge of learning theories and teaching styles
- Apply theories of learning, and demonstrate an awareness of different variables and contexts that impact teaching.
- Consider the importance of interaction when analysing and designing learning environments.

Recap

Take 5 mins to explain the teaching styles in the:

- Reproduction cluster
- Production cluster

Teaching Styles

Teaching is a chain of **decision-making**.

- PLANNING (Pre-impact)
- IMPLEMENTATION (Impact)
- EVALUATION (Post-impact)

It is not a prescription!



Mosston and Ashworth (2008)

Application of Styles

A particular style is selected based on Metzler (2000):

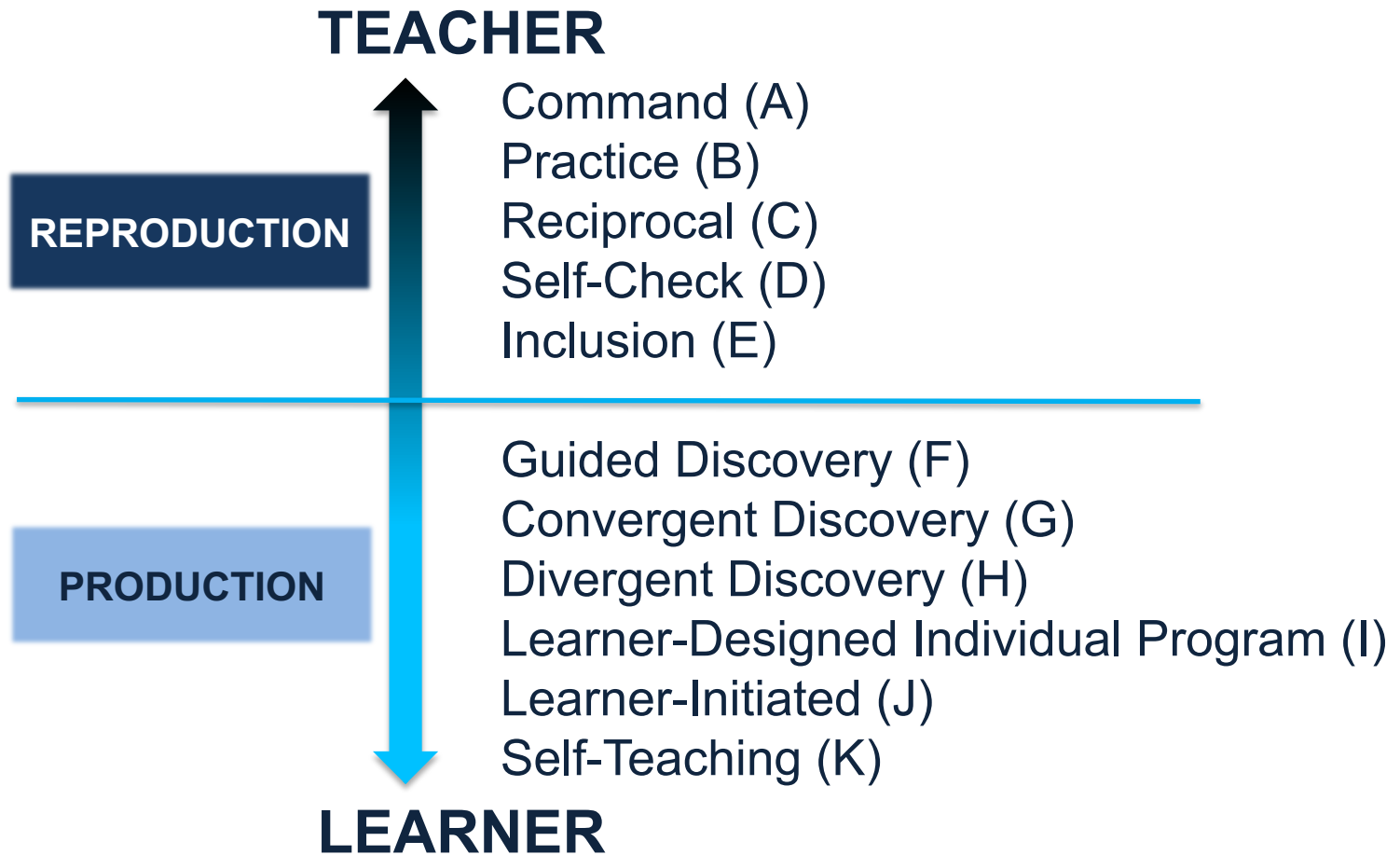
- The intended **learning outcomes**
- The teaching/coaching **context and environment**
- The **learner's developmental stage**

Mosston's Spectrum of Teaching Styles

- A hierarchy of teaching styles that range from teacher-centered to student-centered.
- Each style has its own anatomy and unique characteristic.
- Each style has its strengths and weaknesses.
- It is up to the teacher to select the most appropriate style for the context and content.

(Mosston and Ashworth, 2008)

MOSSTON & ASHWORTH'S (2008) SPECTRUM



RESEARCH

Curtner-Smith et al. (2001):

- Teacher centred styles dominate PE
- 74% teacher directed, 7% problem solving

Morgan et al. (2005):

- Reciprocal & guided discovery higher motivation than command/practice

Key messages

- The best educators use several different styles in one lesson
- All styles are equally useful, there is not one better than the other(s)

- Change style according to the situation
- Flexibility

- Not strategies to be implemented
- Set of beliefs about learning

(Morgan and Sproule, 2013)

Task (~30min)

- In small groups, you need to **problem solve** both **scenarios** and prepare to **present back** (apprx. 3mins) to the rest of the group.
- Find the **scenarios and guidelines** to frame your discussions in the **Files tab** on MS Teams > **Synchronous Sessions channel**.

FINAL THOUGHTS

- 1. Plan WHAT to teach, but also HOW to teach**
- 2. Consider WHY use certain coaching/teaching styles**
- 3. Be critical about traditional ways of teaching**
- 4. Consider how the spectrum informs your practice – the spectrum is not a prescription**

What questions have you got?

**Thank you
Diolch
Obrigada**

See you next week!

References

Curtner-Smith, M. D., Todorovich, J. R., McCaughtry, N. A. and Lacon, S. A., (2001). Urban Teachers' use of Productive and Reproductive Teaching Styles within the confines of National Curriculum for Physical Education. *European Physical Education Review*. 7. (2). 177-190.

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