FIVE TEACHING STYLES

Style	Description	Advantage	Disadvantage
EXPERT	Possesses knowledge and expertise that students need. Strives to maintain status as an expert by displaying detailed knowledge and challenging students to enhance their competence. Concerned with transmitting information and ensuring that students are well prepared.	The information, knowledge, and skills such individuals posses.	If overused the display of knowledge can be intimidating to inexperienced students. May not always show the underlying though processes that produced answers.
FORMAL AUTHORITY	Possesses status among student because of knowledge and role as a faculty. Concerned with providing positive/negative feedback, establishing learning goals, expectations, and rules of conduct. Concerned with "correct, acceptable, and standard ways to do things."	The focus on clear expectations and acceptable ways of doing things.	A strong investment in this style can lead to rigid standardized ways of managing students and their concerns.
PERSONAL MODEL	Believes in "teaching by example;" establishes a prototype for how to think and behave. Oversees and directs by showing how to do things and encouraging students to observe and then emulate the instructor's approach.	The "hands on" nature of the approach. An emphasis on direct observation and following a role model	Some instructors believe their approach is "best" leading some students to feel inadequate if they cannot live up to such expectations and standards.
FACILITATOR	Emphasizes the personal nature of teacher-student interactions. Guides students by asking questions, exploring options, suggesting alternatives, and encouraging informed decisions. Develop student capacity for independent responsibility. Works as consultant on student projects and provides support and encouragement.	The personal flexibility; the focus on students' needs and goals; the willingness to explore alternative courses of actions to achieve goals.	Style is time consuming and ineffective when a more direct approach is needed. Can make students uncomfortable if not used in a positive and affirming manner.
DELEGATOR	Concerned with developing students' capacity to function autonomously. Students work independently on projects or as part of autonomous teams. The teacher is available at the request of students as a resource.	Contribute to students perceiving themselves as independent learners.	May misread students' readiness for independent work. Some students may become anxious when given autonomy.

PROTOTYPES

Expert: "Facts, concepts, and principles are the most important things that students can acquire."

Formal Authority: "I set high standards in this class."

Personal Model: "What I say and do models appropriate ways for students to think about content issues."

Facilitator: "Small group discussions are employed to help students develop their ability to think critically."

Delegator: "Students in this course engage in self-initiated, self-directed learning experiences."

METHODS ASSOCIATED WITH EACH TEACHING STYLE CLUSTER

CLUSTER 1

Primary Styles
- Expert/formal authority

Secondary Styles
- Personal model/facilitator/delegator
- Lectures
- Term papers
- Tutorials
- Guest speakers & presentations
- Video/audio presentations of content
- Teacher-centered class discussions
- Strict standards/requirements
- Grades/tests emphasized

CLUSTER 2

Primary Styles
- Expert/personal model/formal authority

Secondary Styles
- Facilitator/delegator
- Demonstrating ways of thinking/doing things
- Coaching/guiding students
- Illustrating alternatives
- Sharing personal viewpoints & examples
- Sharing thought processes involved in obtaining answers
- Having students emulate the teacher's example

CLUSTER 3

Primary Styles
- Expert/facilitator/personal model

Secondary Styles
- Formal authority/delegator
- Small group discussion
- Laboratory projects
- Instructor-designed group projects
- Student teacher of the day
- Self-discovery activities
- Learning pairs/debates
- Case studies
- Role plays/simulations
- Problem-based learning
- Practicum/guided readings

CLUSTER 4

Primary Styles
- Expert/facilitator/delegator

Secondary Styles
- Formal authority/personal model
- Student-designed group projects
- Independent study
- Independent research projects
- Position papers
- Student journals
- Modular instruction
- Self-discovery learning projects
- Contract teaching
- Cooperative learning activities