

# TEACHING STYLES

Teaching styles refer to the various methods and approaches that educators use to impart knowledge, skills, and values to their students.

## TYPES

The simplest way to differentiate between teaching styles is to compare student-centered to teacher-centered:

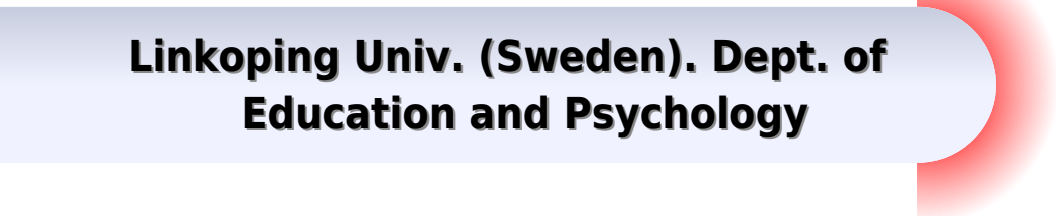
- **Student-centered** teaching focuses on the student and their needs.
- **Teacher-centered** teaching puts the teacher center stage.

## EXAMPLES

- **Facilitator:** a student-centered teacher who observes and supports students as they learn through the use of prompting questions or strategic interventions.
- **Delegator:** a student-centered teacher who delegates task roles to students, who often work in groups to achieve their goals.

# Developing Teaching Style In Adult Education

**Linköping Univ. (Sweden). Dept. of  
Education and Psychology**



## **Developing Teaching Style In Adult Education:**

Developing Teaching Style in Adult Education Joe E. Heimlich, Emmalou Norland, 1994-09-05 Presenting numerous activities for both individuals and groups designed to foster self knowledge and growth in teaching the authors examine the primary elements of the teaching learning exchange They explain how teaching style is developed and they suggest specific approaches for matching methods to style Valuable special resources including scales for measuring beliefs and values about teaching help describe individual teaching styles The need is increasing exponentially for adult education delivered in a wide range of forms by a variety of educators Traditionally trained teachers of adults may soon become the minority as lay persons fill the growing demand for adult educators In order to succeed and improve as teachers it is imperative that these newcomers as well as their professionally trained colleagues examine their own beliefs and attitudes toward teaching and learning and use the information to develop teaching styles suited to their own personalities This book provides adult educators in all settings university extension literacy programs religious adult education business and government training and others with the tools to develop a road map for exploring reflecting and growing as teachers **Resources in**

**Education** ,1983 **Analysis of Teaching Styles, Adult Learning Theories, and Factors Influencing Teaching Style Preferences in Adult Education Instructors** Beatrice Chemaiyo Lele,2020 The teacher is the most influential and important variable in the classroom for student achievement Therefore the need for teachers to identify and utilize best teaching practices is fundamental to a progressing society Despite the literature advocating and proposing the student centered approach as the preferred method of teaching in adult education most empirical studies indicate that teachers employed the traditional teacher centered approach The purpose of this study was to examine the teaching style preferences of adult education instructors and the influence of gender age participation in professional development in adult education years of teaching experience teaching subject and levels of education on teaching style preferences A quantitative survey research design was used in which a two part survey was utilized to collect data from the teachers The first part of the survey was developed by the researcher to gather personal information about the teachers while the second part of the questionnaire utilized the unmodified Principles of Adult Learning Scale PALS The data used for this study was collected from N 67 adult education instructors The data were analyzed using descriptive statistics independent samples t tests and one way ANOVA The dependent variables were the total scores on the PALS and the total scores of the seven PALS factors The independent variables were the demographic variables of gender age educational level years of teaching experience professional development and teaching subject program The results from the study showed that most of the teachers n 49 scored below the norm mean teacher centered as determined by the mean scores of PALS Also the results of the seven PALS factors revealed mixed method use of both teacher and student centered approaches but a strong inclination to teacher centered The independent samples t tests results showed that there was no difference in teaching style preferences between

male and female teachers and among those with different levels of education The ANOVA results revealed a significant relationship between teaching style and the demographic factors of age years of teaching experience and the teaching subject In the age category there was a significant difference in Participation in the Learning Process factor In the category of years of teaching experience there was a significant difference in the total PALS score In the teaching subject category there was a significant difference in Relating to Experience factor There was no significant difference in teaching style and participation in professional development in adult education The lack of differences and relationships in some of the factors and variables may be attributed to the sample size used in the study      Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant ,      **International Encyclopedia of Adult Education and Training** Albert Tuijnman,1996 This Encyclopedia deals with the financing and organization of adult education and continuing vocational training throughout the world The volume provides extensive coverage of lifespan development cognition adult learning and theories and methods for the teaching of adults both now and in the future Adult education and continuing vocational training are no longer considered as two separate fields and their merge has provoked increased attention on theories and practice with particular focus on human resource development This new edition draws on articles in The International Encyclopedia of Education 2nd Edition described by Choice as being a premier resource when judged on virtually every criteria applied to a reference work all articles have been revised and updated Adult education has undergone tremendous changes over the past decade not only has expenditure and participation increased at a global level but the field itself has also matured Continuing vocational education and workplace learning have assumed increased significance and as a result several new topics for research on adult education have emerged The many changes in the field are reflected in this volume The entries will not only cover the important concepts and definitions in the field but offer a disciplinary perspective on its development

*Professional Development as Transformative Learning* Patricia Cranton,1996-03-15 Professional Development as Transformative Learning draws on recent scholarship in adult education to provide practical ideas for adult educators on how to stimulate and support their own development as educators and better understand the process of professional development as adult learning Building on the work of Mezirow Brookfield and other contemporary theorists Patricia Cranton creates a practical personal approach to educator development one that is self directed reflective and transformative Throughout the book Cranton offers examples of her strategies in action showing how adult educators in a variety of settings can use these techniques to improve their skills and practice      **Teaching Adults in Extension** Alan Rogers,1987 This booklet is intended to help individuals teaching in extension programs understand the special needs of adult learners and use teaching techniques that have proven effective with adult learners The first group of chapters deals with the importance of self motivation to adult learning the importance of taking the time to outline the goals of a course clearly and to determine students reasons for taking particular courses the principal distinguishing characteristics of adult learners perspective

autonomy and maturity and teaching methods that are especially appropriate with adult learners The differences between teaching and learning the concepts of teachers as agents and students as learners the importance of setting clear goals and objectives and the relationship between course content and teaching methods are examined A series of generalization about adult learners is presented and the major changes that occur through the adult development cycle are outlined The four main areas of learning skills knowledge understanding and attitudes are described and the importance of motivation in adult learning is stressed The next chapter clarifies the relationship among goals objectives and outcomes Learning groups and the roles of teachers and learners in learning groups are discussed Guidelines for developing the curriculum selecting course content and choosing appropriate teaching methods are presented The next two chapters deal with blocks to learning and anxiety The final two chapters describe ways in which teachers can evaluate their performance and encourage their adult students to take as active a role in their own learning as possible MN      *Adult Learning Methods* Michael W. Galbraith, 1990 A practical guide for the practitioner dealing with the major aspects of understanding and facilitating adult learning including the characteristics of a good teacher of adults how to identify one's teaching style and what it means in terms of teaching adult learners teaching strategies and dilemmas faced by teachers of adults The second section details an array of methodologies that can facilitate adult learning Annotation copyrighted by Book News Inc Portland OR      [Resources in Education](#) ,1996      **Environmental Education for the Next Generation** North American Association for Environmental Education. Conference, 1997      **Developing Adult Learners** Kathleen Taylor, Catherine Marienau, Morris Fiddler, 2000-07-12 2001 Winner of the Phillip E Frandson Award for Literature in Continuing Education An absolutely indispensable trove of practical concrete ideas for teaching and training adults Enough theorizing and mythologizing This is the real stuff Laurent A Parks Daloz associate director the Whidbey Institute and author of *Mentor Guiding the Journey of Adult Learners* This book gives us educators and trainers of adults a solid framework for intentionally incorporating into our practice what we believe to be a central tenet of what we do help learners develop and change Rosemary S Caffarella professor Division of Educational Leadership and Policy Studies University of Northern Colorado and coauthor of *Learning in Adulthood A Comprehensive Guide* Today's adult educators recognize that it is no longer sufficient for teachers to teach and trainers to train This practical guide shows how to encourage learning and development while helping adult learners to become more aware of their personal growth and change It not only offers a rationale for focusing on the experience and development of adult learners but also presents a theoretical and conceptual framework of the intentions that guide educators The authors provide nearly seventy instructional activities some of which can be done in a single session and others that can be done in a series of sessions or an entire course These flexible activities are organized according to their focus on a particular learning strategy No matter the content or setting readers can select any activity and customize it to suit their developmental and instructional objectives Most important *Developing Adult Learners* highlights the compelling

voices of teachers and students who have discovered the excitement of growing and changing through learning It is full of pragmatic advice for faculty members part time instructors workplace educators leadership trainers and anyone dedicated to helping adult learners achieve rich and rewarding experiences      Social Change and Adult Education Research Linkoping Univ. (Sweden). Dept. of Education and Psychology,1992 This yearbook contains papers that provide the reader with a general idea of the aspects and issues that interest Nordic researchers today and how they approach these problems To provide a more uniform picture of the status of adult education in the different Nordic countries four brief general surveys begin the book Adult Education Research in Denmark Bjarne Wahlgren Adult Education Research in Finland Jukka Tuomisto Adult Education Research in Norway Anna Gullichsen and Adult Education Research in Sweden Maj Klasson Papers on Denmark include the following Participants Outcome of Courses for Long Term Unemployed Vibe Aarkrog Bjarne Wahlgren General Qualification of Unskilled and Semi Skilled Workers Knud Illeris Problems and Potentials in Danish Adult Education Bo Jacobsen and Seven Ascertainments of Adult Education Kim Jacobsen Finnish papers are as follows Transforming Adult Teaching Antti Kauppi Framework for Adult Education Seppo Kontiainen Jyri Manninen Elements of Teaching Materials in Multiform Instruction Kari Nurmi Future of Adult Education Pirkko Remes Quality Circles as a Learning Environment Urpo Sarala and Development of Trade Union Education and New Challenges Jukka Tuomisto Five articles relate to Norway Governing of Knowledge Case of Work Related Adult Education and Training Jens Bjornavold What Role Do Age and Context Play in Self Regulated Learning Tove Dahl Survey of Participation in the Municipal and County Municipal Adult Education in Norway during School Year 1990 91 Bjorn Madsen Contribution of Voluntary Organization to Norwegian Adult Education Leif Moland and Development of Mother Tongue Teachers Further Education Perly Norberg Papers on Sweden are as follows Knowledge and Democracy Lars Arvidson Kjell Rubenson Postmodern Learning Process Composition of Knowledge in New Social Movements Bosse Bergstedt Adults Life and Learning Lena Borgstrom Robert Hoghielm Research Circle Some Educational Perspectives Lars Holmstrand Gunilla Harnsten and Essence of Teaching Adults Views of 124 Swedish Teachers in Municipal Adult Education Staffan Larsson Notes on contributors are appended YLB      **Teaching Method in Further Education** Kenneth William Neal,1972      **Western Reserve University. School of Education. Afternoon and Evening Classes** Western Reserve University. School of Education,1929      **Innovative Techniques in Teaching Agriculture to Adults** ,1974      **The Educational Trend** Buford Jennette Johnson,Esther Elizabeth Strong,John Berne Hannum Carter,Virginia Committee for Research in Secondary Education,Virginia High School League,Clarence Whitaker Holland,Walkley Elmes Johnson,Charles Lavell Miller,1928      *Colorado State College Bulletin* Colorado State College (Fort Collins, Colo.),1915      "Code of Massachusetts regulations, 2006" ,2006 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020      "Code of Massachusetts regulations, 2010" ,2010 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law

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