2016 AIESEP International Conference  
8-11 June, 2016  
Laramie, Wyoming, US

SPECTRUM Pre-conference Session  
Wednesday, 8 June, 12.00-17.30  
Corbett Building Room 137 & Corbett Gymnasium

www.spectrumofteachingstyles.org  
50th Anniversary Celebration of the Spectrum

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PRESENTATION 1
Sara Ashworth, Director, Spectrum Institute for Teaching and Learning, Jupiter, Florida, U.S.

TITLE
The Spectrum: A Common Language

ABSTRACT
Why has the Spectrum theory survived for 50 years? What is it about the initial theory that carved its place in physical education pedagogy? Will the Spectrum survive another 50 years, and if so, what does the Spectrum need to continue influencing pedagogy?

This presentation addresses these and other questions while providing current updates. The Spectrum’s contribution is its universal and unifying theory that explains, links, and predicts pedagogical events. Unlike other theories the Spectrum does not discard or reject pedagogical ideas but rather shows the relative learning relationship of one idea to another. Its structure provides a map for understanding ideas and designing alternative learning episodes and it provides a framework for introducing learners to a deliberate and divergent range of developmental opportunities.

New concepts are presented: the importance of canopy teaching; consistent terminology; Style Analysis Tools; Functions of Teaching; Implementation Options; and the Components of Teaching (COT). The COT represents the entry-level, the foundational information that is basic and critical to all teaching styles. These inseparable components guide the planning, implementation, and assessment of teaching and learning. Without the basic pedagogical knowledge of the COT it is difficult to acquire a teaching repertoire from Command to Discovery.

Most importantly, the topic of the Spectrum’s future will be addressed and the need to identify an international group of Spectrum colleagues who will work together to establish and maintain the fidelity of the Spectrum theory and to guide the quality of future Spectrum contributions. The Spectrum Institute for Teaching and Learning has the capacity to support such an adventure. Research, scholarships, training programs, and technological advancements are only a few of the areas that can be supported and explored. It will be the new developments and insights, implementation techniques and implications that will sustain the Spectrum’s universal and unifying framework.

PRESENTATION 2
Victoria Shiver, M.S. Graduate Student, and Stephanie Kirby, M.S., Associate Lecturer, Division of Kinesiology and Health, University of Wyoming, Laramie, U.S.

TITLE
Exploring the West through Dance (An Episodic Lesson)

ABSTRACT
Session participants will have the opportunity to explore the West by observing a 35 minute lesson where approximately 20 elementary-aged students learn and perform a modified Cotton-Eyed Joe western line dance. The Cotton-Eyed Joe is a classic line and partner dance in Wyoming, and is a crowd and mascot favorite at various social events and dance halls. During the lesson, all learners will engage in the following four Spectrum teaching styles: command (A), practice (B), combination practice/inclusion (B/E), and divergent discovery (H). The four styles have been purposefully selected to meet the objectives of the dance lesson (i.e., motor, cognitive, and social). The lesson includes a variety of planned episodes that facilitate student understanding of and the ability to successfully perform the Cotton-Eyed Joe line dance, highlighting episodic teaching (Mosston & Ashworth, 2002).

At the beginning of the lesson students will warm up through command style, initially learning the basic movements related to the line dance with teacher cues. They will then
learn parts one through four of the dance using technology to emphasize the practice style. Following the episode, students will create their own transition dance steps as a small group while in style H. Through combination B/E, all learners will then be given the option to individually choose and practice one of three movements that vary in difficulty. The lesson will conclude with a final performance with the additional movements incorporated. A detailed lesson plan and other relevant materials will be available for the Spectrum pre-conference session participants.

PRESENTATION 3
Fran Cleland, Professor, West Chester University, West Chester, Pennsylvania, U.S.

TITLE
The Spectrum of Teaching Styles - Developmental Perspectives

ABSTRACT
PreK through grade 5 children possess unique motor, cognitive and social developmental characteristics. These characteristics impact the way children experience the movement environment as well as how teachers should plan for optimal learning within the environment. Given “The fundamental proposition of the Spectrum is that teaching is governed by a single unifying process: decision making” (Mosston & Ashworth, 2008, p. 8) teachers should be making decisions about the design of the learning environment that reflect the psychomotor, cognitive, affective and fitness characteristics of the learner. When considering children’s development and implementation of the reproduction cluster of teaching styles, teachers need to mindful that PreK children are geared to explore and the predominant method of teaching is implicit. Similarly children must have the social and observational skills to engage in reciprocal style episodes, thus this style may be more applicable in the primary and intermediate grades. Additionally some reproduction styles require self-analysis as well as appropriate selection of task difficulty, both abilities children acquire as they progress from the concrete to formal operations stage of cognitive development. With respect to the production cluster of teaching styles, age-appropriate vocabulary and age-appropriate question strategies need to be used. When the style is used for a group to find the solution to a challenge, it is important that children have developed the social skills (e.g., dispositions of willingness to listen to others’ ideas; taking risks to offer ideas) prerequisite for attaining a group goal. In summary, throughout this presentation the unique developmental considerations for both the production and reproduction cluster of teaching styles will be examined. Videotaped lesson vignettes will facilitate our journey along the developmental path of the Spectrum of Teaching Styles.


PRESENTATION 4
Pilvikki Heikinaro-Johansson, Professor, University of Jyväskylä, Finland

TITLE
Across the Miles: The Reach of the Spectrum of Teaching Styles in Finland

ABSTRACT
The Spectrum of Teaching Styles has been a cornerstone of Finnish physical education teacher education (PETE) for decades. Faculty members at the University of Jyväskylä (JyU), the only institution in the country educating physical education teachers, first became aware of the Spectrum in late the 1970s. In 1978, Muska Mosston and Sara Ashworth made their first of many visits to Finland, during which they elaborated on the details of the Spectrum to interested faculty members. Risto Telama, emeritus professor in sport pedagogy at JyU, has acknowledged both the ability of the Spectrum to help connect physical education content with teaching learning processes and how the range of teaching styles can facilitate teachers in reaching specific physical education objectives (Telama, 1992). Since those early days, the Spectrum has allowed for the building of a common language among JyU faculty and students. Today, the Spectrum is a the central aspect in linking theory to teaching practice within the faculty’s Integrative Pedagogy Model, in effect since 2000, which sees all students engage with pedagogical studies throughout each of their five years of teacher education. The Spectrum has also provoked a large amount of research on PETE and school physical education in Finland. This presentation will outline the extensive role the Spectrum has played in the Finnish PETE program and how our PETE students reflect on their teaching behavior while learning to use different teaching styles. The Spectrum helps future teachers to acquire various pedagogical and didactical skills and improve the effectiveness of their responses within diverse teaching situations.


PRESENTATION 5
Pamela Kulinna, Professor, Arizona State University, Phoenix, U.S., and Donetta Cothran, Professor, Indiana University, Bloomington, U.S.

TITLE
The Spectrum of Teaching Styles: Teacher and Student Outcomes

ABSTRACT
The increasing awareness of the constructivist nature of teaching and learning suggests it is critical to understand participants’ perspectives on educational experiences. That key thought guided a series of teaching style investigations by Kulinna, Cothran, and colleagues.

Given the complexity of teaching in general, and specifically the Spectrum, it is not surprising that the team’s research results provides many insights into the Spectrum while also raising additional questions. For example, teachers and students both report experience with a variety of styles and are able to distinguish between the potential benefits of the different styles with regard to learning, fun, and motivation. Interestingly there was significant overlap between teachers and students on the relative value of most styles. The highest rated styles for potential positive outcomes, however, were not also
the most commonly used styles. That finding suggests key future research questions regarding context, teacher efficacy, and teachers’ potentially competing dual goals of learning and order. Those trends held true cross culturally when the same research design was used with teachers in seven different countries.

These initial survey findings prompted a second phase of investigations that utilized a smaller sample of teachers and students but explored their views in more depth. In these focused follow ups, teacher and student perspectives again shared some overlap but also significant differences. It became clear that teacher use of the models was directly related to experience with and knowledge of the model. Additionally the decision to use a model was heavily influenced by teacher control and available time. Students’ perspectives were more focused on the public nature of learning and knowledge authority. These conceptual understandings of the models are often not a focus in discussions of the Spectrum and yet have tremendous impact on teachers’ and students’ willingness to engage thereby influencing the model’s effectiveness.


### PRESENTATION 6

Suzanne Mueller, Professor Emeritus, Caroline Kuchinski and Christine Brett, Professors, East Stroudsburg University, East Stroudsburg, Pennsylvania, U.S.

**TITLE**

Infusion of the Spectrum of Teaching Styles in the Physical Education Teacher Education Program at East Stroudsburg University

**ABSTRACT**

The presentation will demonstrate how the Spectrum of Teaching Styles is infused throughout the Physical Education Teacher Education (PETE) program at East Stroudsburg University. From participating as learners to teaching students, candidates are immersed in the Spectrum of Teaching Styles for their entire journey to become a physical education teacher. Included are video clips of professors and teacher candidates engaged in the use of the Spectrum of Teaching Styles.

During their first two years, students learn essential physical education content as their professors model and explain the process of each Spectrum style. In the third year PETE candidates learn how to design and implement short Spectrum teaching episodes for field experiences with elementary students. During their final year, PETE candidates
participate in a Professional Development School (PDS) field experience as well as a culminating clinical student teaching experience. In PDS, candidates merge Spectrum theory and practice two days per week in a school setting with a mentor health and physical education teacher. Throughout their student teaching experience, teacher candidates have full responsibility to design, implement, and assess student learning using Styles A-H from Spectrum of Teaching Styles.

East Stroudsburg University has a rich history with the Spectrum of Teaching Styles. Mosston’s first edition of Teaching Physical Education (1966) was used in methods of teaching physical education classes in 1967. By 1978, with the advent of the four semester pedagogical block program, the Spectrum of Teaching Styles was also required in student teaching. By the mid 1980s the Spectrum was a part of all clinical and field experience classes, and by the mid 1990s was firmly entrenched throughout the program.

PRESENTATION 7
Nikolaos Digelidis, Associate Professor, and Yannis Syrmpas, Graduate Student, School of Physical Education and Sport Science, University of Thessaly, Greece

TITLE
Developing a Better Understanding on How Students and Teachers Learn to Teach with the Spectrum

ABSTRACT
As educators in higher education we are interested in transforming students’ perceptions, attitudes and behaviors in relation with the use of a variety of teaching styles. And we have solid reasons for that. Nevertheless, students’ past experiences in Physical Education and a series of blocking beliefs play an important role in their understanding. A series of research studies and empirical information will be presented that might be useful to those of us who are teaching the Spectrum to students and teachers. An abstract of the presentation and additional notes will be available to the Spectrum pre-conference participants.
