TEACHING STYLES
GRASHA'S 5 TEACHING STYLES

Anthony Grasha identified the following five teaching styles as description of prevalent aspects of instructor/trainer presence in the classroom.

**Expert**: Possesses knowledge and expertise that students need. Strives to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competence. Concerned with transmitting information and insuring that students are well prepared.

*Advantage*: The information, knowledge, and skills such individuals possess.

*Disadvantage*: If overused, the display of knowledge can be intimidating to less experienced students. May not always show the underlying though processes that produced answers.

**Formal Authority**: Possesses status among students because of knowledge and role as a faculty member. Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. Concerned with the correct, acceptable, and standard ways to do things and with providing students with the structure they need to learn.

*Advantage*: The focus on clear expectations and acceptable ways of doing things.

*Disadvantages*: A strong investment in this style can lead to rigid, standardized, and less flexible ways of managing students and their concerns.

**Personal Model**: Believes in "teaching by personal example" and establishes a prototype for how to think and behave. Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach.

*Advantage*: An emphasis on direct observation and following a role model.

*Disadvantage*: Some teachers may believe their approach is the best way 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 and directs students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. Overall goal is to develop in students the capacity for independent action, initiative, and responsibility. Works with students on projects in a consultative fashion and tries to provide as much support and encouragement as possible.

*Advantage*: The personal flexibility, the focus on students' needs and goals, and the willingness to explore options and alternative courses of action.

*Disadvantage*: Style is often time consuming and is sometimes employed in a positive and affirming manner.

**Delegator**: Concerned with developing students' capacity to function in an autonomous fashion. Students work independently on projects or as part of autonomous teams. The teacher is available at the request of students as a resource person.

*Advantage*: Helps students to perceive themselves as independent learners.

*Disadvantage*: May misread student's readiness for independent work. Some students may become anxious when given autonomy.