



2E-Educ-3 PRINCIPLES AND METHODS OF TEACHING

Term 1 – AY 2025-2026

Worksheet #4 – My Teaching Style Self-Evaluation and Reflection

What is your dominant teaching style? Accomplish the following Teaching Style Self-Evaluation to find out. [Adapted and used with permission from Jennifer Stein (2001)]

This assessment will help you determine your teaching style. Answer the following questions by placing a check mark (/) on the space before the letter that corresponds to your answer. You are allowed to choose only one answer for each question.

1. What do you think of your teaching style?

- ☐ a. It may lead to an inflexibility for managing the concerns of students.
- ☒ b. It may cause students to feel inadequate when they can't emulate your example.
- ☐ c. It works well for most students but is very time-consuming.
- ☐ d. It may leave students feeling anxious about their ability to meet your expectations.

2. Which of the following do you like to use when evaluating student-learning?

- ☒ a. teacher-made tests
- ☐ b. student self-assessment tests
- ☐ c. performance-based criteria
- ☐ d. problem-solving and critical thinking

3. When planning lessons, what do you prefer to have?

- ☒ a. whole class lessons
- ☐ b. role-playing
- ☐ c. peer-tutoring
- ☐ d. brainstorming

4. When you teach, your instructional time predominantly involves -

- ☒ a. lectures
- ☐ b. demonstrations
- ☐ c. films/videos

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____d. class discussion/brainstorming

5. You believe in teaching by -



a. being the source of information

____b. personal example and modelling behavior

____c. emphasizing student-teacher interactions

____d. being a resource person as needed by the student

6. One of your goals is to have your student -

____a. work within the learning plan

____b. observe and emulate what was observed



c. work independently and under his/her own initiative, while you provide as much support and encouragement as possible.

____d. able to work in an autonomous manner while you serve as a resource person available upon request.

7. One advantage of your teaching style is that it -

____a. focuses on clear expectations

____b. emphasizes direct observation



c. allows students personal flexibility

____d. helps students see themselves as independent learners.

8. Assignments given to students are usually based on -



a. your personal preferences or on course materials you define as relevant and important for students to learn

____b. a sequence of steps leading to mastery of accepted method (steps) for performing a task or skill

____c. a student portfolio or learning log which has a self-assessment component

____d. problem-solving based on research of course material

9. Your teaching style develops a rhythm which contains -

____a. Four steps: content selection, presentation/reception, reflection, application



b. Three steps: selection, skill development, mastery performance

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- _____c. Five steps: creating awareness, collecting data, choosing innovation, implementing a plan, reviewing results
- _____d. More steps: ranging from posing and reflecting on a problem, skill development exercises to interim evaluation, learner responses, and development of solutions.

What is your dominant teaching style?

Count the number of times you checked each letter and write the frequency counts on the table below. Each letter corresponds to a teaching style. A is for the formal authority teaching style, B is for the demonstrator or personal model teaching style, C for facilitator teaching style, and D for the delegator teaching style.

Teaching Style	Number of Check Marks
A (Formal Authority)	5
B (Demonstrator or Personal Model)	2
C (Facilitator)	2
D (Delegator)	0

Interpretation

If you have the most number of check marks on A, you have a formal authority teaching style; if you have more check marks on B, then you are practicing demonstrator or personal model teaching style; if you have more check marks on C, your teaching style is that of facilitator; and if you have more check marks on D, you are a delegator in terms of teaching style.

Questions:

1. What is your dominant teaching style? What can you say about the practices of your dominant teaching style? Do you agree? Why? Why not?

My dominant style is **Formal Authority**, which is fitting for me as a college instructor who has been teaching Psychological Statistics under the Psychology program of the university I used to work for 6 years. I have noticed that most of my students comes into the said course with a general distaste for numbers and computations. Adopting a Formal Authority teaching style to a class who are generally clueless about the implications of statistics in psychology or just statistics in general will help the students to build a solid foundation on the subject matter. ***Especially on cases when students lack any sense of preconceived ideas regarding the subject matter, they are ought to be led by someone who is more knowledgeable in order to help them gain familiarity and spearhead their knowledge in the subject matter.*** As soon as the learners get familiar and well-acquainted with the foundational knowledge, i will then adopt the lesser dominant teaching styles I have, which are demonstrator and facilitator. Therefore, **I totally agree with the results of this self-reported assessment of my dominant teaching style.**

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2. Is it possible for a teacher to be using two or more teaching styles? Please explain and give examples.

Yes, it is possible. I usually adopt 3 teaching styles as seen from my self-assessment of my dominant teaching styles. I adopt the **formal authority teaching style** on classes when i feel and assess that they don't have any idea on the subject matter. For example, in a Psychological Statistics class, *if they don't know anything about the topic, I will lead a discussion regarding the conceptual aspects of the basic topics.* As the lesson progresses and I have seen a considerable amount of progress and good foundational awareness on the subject matter, I will adopt a **demonstrator teaching style** where I will demonstrate how does the concepts apply in real-world problems in the context of psychology. For example, *I will show how percentiles are usually used on ranking the examination takers of NMAT, or the national assessment examination for students who wish to pursue medicine in their post-graduate studies.* As soon as they understand its practical application, I will provide them tasks where I will act as a guide or a buddy on the sidelines, adopting a **facilitator style of teaching**. For example, *I will give them worksheets that I have done personally that they have to accomplish in relation to the topics I discussed to them.*

My Reflections:

Briefly share your insights about this activity and the impact it had created on you.

This activity has made me reflect on what style of teaching I have been presenting to my students as a college instructor for the past 6 years of my career. It made me sensitive that **each of the teaching styles introduced has its philosophies, strengths, and weakness, and that an ideal form of teaching style can be found on the context of how and when it is implemented in the class.** It has solidified my beliefs that formal authority style is meant to be used on cases when the learners have no background or prior knowledge regarding the subject matter. Demonstrator style is meant to be used when the learners have a faint idea regarding the subject matter but needs more context on both conceptual and practical mastery on the subject matter. Facilitator style is suited for cases when the students has mastery on the conceptual aspects of the subject matter and they are now on the stage where they have to discover the practical aspects of the topic as the teacher guides them. Delegator style is meant for those who have already mastered the conceptual and practical aspects of the topics presented. **This topic has made me realize that each of the styles are effective in their own ways and would bring successful learning experiences to the students if they are used in their respective appropriate contexts. This has helped me to encourage my self to be a well-rounded teacher in the future as I adopt different styles of teaching to the diverse learners I will be encountering.**

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A. Self - Assessment

Please rate yourself using the rubric presented below.

Rubric for Evaluating a Reflection

Criteria		Levels of Performance				Ratings		
		10 <i>Outstanding</i>	7 <i>Proficient</i>	5 <i>Basic</i>	3 <i>Below Expectations</i>	Self 30%	Teacher 70%	Sub-total
Observations and Insights	50%	Thoughtful observation of details was evident. Synthesis has high degree of insightfulness and clearly connected to real-life situations or previous content.	Substantial details were noted. Insights were insightful and connected to real-life situations or previous content.	Details were noted. Insights were insightful and connected to real-life situations or previous content.	Very simple details were noted with very little or not insights, comments or analysis.	10 I think I have applied my insights from the topic with my personal experiences as a college instructor for 6 years.		
Depth of Reflection	40%	Entries are evident of personal realizations and convictions to improve understanding of oneself and future performance.	Entries are evident of connections to real-life situations and possible actions to improve understanding of oneself and future performance.	Entries are evident of connections to real-life situations but very limited understanding that there are ways to improve of oneself and future performance.	Entries simply presented how the experience relate to real-life situations.	7 I was able to to connect the topics discussed in this worksheet with my personal experiences as college instructor, I think I was already aware previously about my teaching style but I simply don't know what to call such "teaching styles"		
Promptness	10%	The Worksheet and Reflection were submitted before the agreed	The Worksheet and Reflection were submitted on the agreed	The Worksheet and Reflection were submitted 1 day after the agreed	The Worksheet and Reflection were submitted 2 or more days after	10 I have accomplished this worksheet on September 23, 2025 2:49 PM, and I have submitted it on September 23,		

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		deadline.	deadline.	deadline.	the agreed deadline.	2025, 3:09 PM		
						27		
TOTAL	100%							
								Equivalent
Signature of Student 								

Reading Text

Teaching Style Categories

As you have learned in the activity above, there are four teaching style categories: formal authority, demonstrator, facilitator, and delegator. Let us get to know more about each one based on the work of Stein, Steeves, & Mitsuhashi (2001).

Formal Authority

Teachers who have a formal authority teaching style tend to focus on content. This style is generally teacher-centered, where the teacher feels responsible for providing and controlling the flow of the content and the student is expected to receive the content.

One type of statement made by an instructor with this teaching style is “I am the flashlight for my students, I illuminate the content and materials so that my students can see the importance of the material and appreciate the discipline.” Teachers with this teaching style are not so much concerned with building relationships with their students or enabling students to form relationships with other students. This type of teacher doesn’t usually require much student participation in class. This teaching style is often called the “Sage on the stage” model.

Demonstrator or Personal Model

Teachers who have a demonstrator or personal model teaching style tend to run teacher-centered classes with an emphasis on demonstration and modelling. This type of teacher acts as a role model by demonstrating skills and processes and then as a coach/guide in helping students develop and apply these skills and knowledge; thus, the teacher is called a “Guide on the side.”

A teacher with this type of teaching style might comment: “I show my students how to do a task properly or work through a problem and then I’ll help them master the task or problem

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solution. It's important that my students can solve similar problems independently by using and adapting demonstrated methods.

Instructors with this teaching style are interested in encouraging student participation and adapting their presentation to include various learning styles. Students are expected to take some responsibility for learning what they need to know and for asking for help when they don't understand something.

Facilitator

Teachers who have a facilitator model teaching style tend to focus on activities. This teaching style emphasizes student-centered learning and there is much more responsibility placed on the students to take the initiative for meeting the demands of various learning tasks.

This type of teaching style works best for students who are comfortable with independent learning and who can actively participate and collaborate with other students.

Teachers typically design group activities that necessitate active learning, student-to-student collaboration, and problem solving. This type of teacher, who is also a "Guide on the side" like the demonstrator, will often try to design learning situations and activities that require student processing and application of course content in creative and original ways.

Delegator

Teachers who have a delegator teaching style tend to place much control and responsibility for learning on individuals or groups of students.

This type of teacher, who is also a "Guide on the side," will often give students a choice in designing and implementing their own complex learning projects and will act in a consultative role. Students are often asked to work independently or in groups and must

be able to maintain motivation and focus for complex projects. Students working in this type of setting learn more than just course specific topics as they also must be able to work effectively in group situations and manage various interpersonal roles.

The All-Round Flexible and Adaptable Teacher

Given the four teaching style categories, is it possible for a teacher to be using two or more teaching styles? The answer is YES. Such a teacher is called the "All-Round Flexible and Adaptable Teacher". Mohanna, Chambers, & Wall (2008) describe this teacher as one who "can use lots of different skills, can teach both peers and juniors, and is very aware of the whole environment in relation to teaching and the learners."

The all-round flexible and adaptable teacher is an effective teacher who can adapt to any of the four teaching styles depending on the subject matter and other variables. This implies that as an instructional leader, you need to help your teachers learn and appreciate the different teaching styles and adopt two or more for their teaching repertoire. But before you can do this, you will need to assist them in finding out their own teaching styles.

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Teaching Techniques That Will Benefit All Learners

Although not all your teachers may be the all-around flexible and adaptable teacher type, you can help them meet the needs of all the students in any class by asking them to include several, if not all, of the following techniques (Engineering, 2009).

- Motivate learning by relating the material being presented to what has come before and what is still to come in the same class subject, to material in other subjects, and particularly to the students' personal experience.
- Provide a balance of concrete information (facts, data, real experiments, and their results) and abstract concepts (principles, theories, and mathematical models).
- Balance problem-solving methods with simple knowledge-level methods.
- Use pictures, schematics, graphs, and simple sketches liberally before, during, and after the presentation of verbal material. If possible, show films or provide demonstrations and hands-on activities.
- Use technology-assisted instruction, if possible.
- Do not fill every minute of class time lecturing and writing on the board. Provide intervals - however brief - for students to think about what they have been told.
- Provide opportunities for students to do something active besides writing notes. Small-group brainstorming activities that take no more than five minutes are extremely effective for this purpose.
- Assign some drill exercises but do not overdo them. Also provide some open-ended problems and exercises that call for analysis and synthesis
- Give students the option of cooperating on homework assignments to the greatest possible extent.
- Applaud creative solutions, even incorrect ones.
- Talk to students about learning styles to reassure them that their academic difficulties may not all be due to personal inadequacies.
- Explaining to learners how they learn most efficiently may be an important step in helping them reshape their learning experiences so that they can be successful

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