A MATCHING STYLE MODEL IN TEACHING SCIENCE

by:

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The Matching Style Model involves determining and analyzing the students’ learning styles and teachers’ style in teaching science. By determining the learning and teaching styles, a psychological environment conducive for effective teaching-learning process can be established. Styles shall be determined to match them accordingly. It should be considered that there may not be one teaching style to suit every learning style. However there is a particular teaching style that may suit to a range of learning styles. Therefore, students’ learning styles and teachers’ style in teaching science are juxtaposed.

The model addresses this possible compatibility of styles and the effectiveness it serves in the aspect of teaching and learning. The objective of the model is to create an effective teaching-learning process that will improve students’ academic achievement in science. The assumption made is that by matching the styles of the teachers and the students, a conducive psychological learning environment is created which will result in effective learning.

The matching style model shown is divided into five phases as follows:

1. The Diagnostic Phase. This step is to determine students’ learning styles and teachers’ styles in teaching science. This takes much time and effort because diagnosing the students’ learning styles is an arduous process.
2. The Planning Phase. This is for the teacher to determine the appropriate methods and techniques to be employed which shall anchor with the identified teaching styles that match with the students’ learning styles. Furthermore, materials, assessment and appropriate managerial techniques should be taken into consideration in this phase.

3. The Executing Phase. This refers to the implementation of the plan in teaching science. The teacher shall be very careful in the execution of the teaching style to cater the learning style of the students.

4. The Assessing Phase. This step is to review the impact of the teachers’ style in teaching science to the students’ academic achievement. This can be measured through written and/or practical examinations. Also, there is an aspect of peer review where external teachers are invited into the classroom to study the effect of the teaching style on the students.
5. The Reflecting Phase. This step is to study the pedagogical implication of the impact of certain teachers’ styles in teaching science to students’ learning styles based on the result of the assessment. Likewise, this phase also assesses the general effectiveness of the entire phases through reflective teaching strategies.

The matching style model starts at the first phase which is the diagnostic phase. Once the teacher has identified the learning style of the students, the teacher will proceed with the next phases. However, if the teacher fails to successfully accomplish the task, the teacher may return to the preceding phase to determine the cause of failure and address it accordingly. Thus, the succeeding phases after the diagnostic phase have two arrow heads – one forwards while the other one backwards. After the reflecting phase, the cycle will be repeated until the desired outcomes were achieved.

References: