

Grasha's Teaching Styles

STYLE	DESCRIPTION	ADVANTAGE	DISADVANTAGE
Expert	Possesses knowledge and expertise; oversees, guides, and directs learners; gains status through knowledge; focuses on facts	Knowledge and information which preceptor possesses	Knowledge and information can be overused and intimidating; may not always show underlying thought processes
Formal Authority	Possesses status among learners because of knowledge and authority/ position; follows "traditions" and standards of medical practice; focuses on rules and expectations for learners; supervises learners closely with critical eye toward standard practices and procedures	Focus on clear expectations and acceptable ways of doing things	Potentially rigid and less flexible ways of managing learners and their concerns
Personal Model	Leads by personal example; suggests prototypes for appropriate behavior in office; shows learners how to do things; wants learners to observe and emulate approach	"Hand-on"; emphasis on direct observation; emphasis in following a role model (mentor relationship)	May want to "clone" learners in own image; learners may feel inadequate cannot live up to; stuck in practice may believe approach is best way to practice medicine
Facilitator	Emphasizes personal nature of teaching-learning relationship; asks questions, explores options with learners; focuses on learner responsibility, independence, and initiative	Personal flexibility; Focus on learner needs and goals; openness to alternatives and options	Time consuming; sometimes more direct approach is needed; can make learner uncomfortable
Delegator	Encourages learner responsibility and initiative when appropriate; goal is to have learner function autonomously; a "resource person"; answers questions and periodically reviews learner progress	Contribute to learners professional development and confidence; two-way trust	Learners may not have capability to function in an autonomous manner; some learners are anxious when not closely supervised

Source: Grasha, A.F. (1996). *Teaching With Style*. Pittsburgh: PA: Alliance Publishers.

Grasha's Teaching Style Clusters

TEACHING STYLE CLUSTER	PREFERRED TEACHING METHODS	PRIMARY LEARNING STYLE
Expert/ Formal Authority	Didactic lectures, technology-based presentations, teacher-centered questioning and discussion	Dependent, Participant, Competitive
Personal Model/ Expert/ Formal Authority	Role modeling, coaching/guiding students	Participant, Dependent, Collaborative
Facilitator/ Personal Model/ Expert	Case-based discussions, concept mapping, critical thinking, fishbowl discussions, guided reading, problem-based learning, role plays, student teacher of the day	Collaborative, Participant, Independent
Delegator/ Facilitative/ Expert	Contract teaching, class symposium, debate formats, small group discussions, independent study/research, modular instruction, panel discussions, learning pairs, student journals	Independent, Collaborative, Participant

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