Chapter 4
Developing a Reflexive Teaching Model

Neal Shambaugh
West Virginia University, USA

ABSTRACT
A reflexive teaching model, which has both instructor and students examine their learning beliefs and teaching decisions during a course, has been used for 23 years in the teaching of a graduate instructional design course. Teaching model development is reported across four time periods. During Period 1 (1994-1999) the model was studied in a five-year case study using design and development research and is summarized using the Models of Teaching framework (Joyce, Weil, & Calhoun, 2014). Period 2 (1999-2001) reports the use of scenarios to test out new participation structures within the model. Period 3 (2001-2006) documents how the model was used in blended deliveries. Period 4 (2007-2016) summarizes changes in teaching procedures and participation when the course was delivered totally online. The chapter concludes with comments on developing a teaching model and a longitudinal agenda for studying one’s teaching.

INTRODUCTION
According to Dewey (1916), “the classic definition of teaching is the design and creation of environments. Students learn by interacting with those environments and they study how to learn” (Joyce, Weil, & Calhoun, 2009, p. 24). This stance shifts the teachers’ concerns from content delivery to the design of learning environments (Duffy & Cunningham, 1996). A teaching model can be viewed as a representation of a means to create a learning environment in which to conduct instruction. Teaching models provide a theoretical basis for leveraging learning theories into methods of instruction, based on research on what works in educational settings. Models also provide steps to guide a new user or a starting point for experienced teachers. Developing a teaching model enables one to scrutinize its basis and features systematically and make improvements.

Steinitz and Rogers (1970) classified models into four types, including descriptive, predictive, explorative, and planning models. Period 1 of the reflexive model development provided a fundamental

DOI: 10.4018/978-1-5225-3873-8.ch004
Developing a Reflexive Teaching Model

A reflexive teaching model has been used over 20 years for teaching a graduate instructional design course to public school teachers, trainers, and college faculty members. A reflexive approach to teaching views the instructor and students as co-learners with different roles, and learning tasks were configured as activity or participation structures. A learner-centered approach used activities to help students develop their own foundations for teaching and applying learning principles extracted from learning theory to the design of learning settings for both F2F and online teaching. A reflexive approach for teaching the course was first used in 1994 and documented in a 5-year case study (Shambaugh & Magliaro, 2001). A design and development research methodology was used (Richey & Klein, 2007), in which multiple data sources were collected and analyzed across design, implementation, and evaluation phases of course development.

This chapter provides a longitudinal case study of one’s teaching. Section one describes the features of a reflexive teaching model in terms of the Models of Teaching framework (Joyce, Weil, & Showers, 2014), which includes syntax or procedures, necessary conditions, support system, student reactions, and direct and indirect benefits. Subsequent sections summarize the development of the model across four time periods. Period 1 used a design and development research framework to establish stable classroom teaching features of the model. Period 2 introduced the use of scenarios as a new participation structure. Period 3 documented blended delivery, while Period 4 documented 100% online deliveries with consequent changes in participation by students and instructors.


Design and Development Research Method

The objectives that guided and organized model modifications reflect the major phases of the design and development cycle (Richey & Klein, 2007), which include the following:

- Describe the design decisions for each delivery of the course.
- Describe the implementation of the design decisions.
- Describe student learning on projects and student perceptions of their learning and our teaching.

Specifics on participants, data source collection and analysis and results by each delivery are reported in Shambaugh and Magliaro (2001). Major features of the research involved six deliveries of the course across a five year period and involved 113 students and two instructors. For each course delivery data was collected for design decisions, implementation, and student learning/perceptions. Data sources for design decisions included email syllabi, journals, and email between instructors. Data sources for implementation included journals, email, draft projects, and personal conferences. Data sources for stu-
Related Content

Students’ Sense of Belonging in Online Classes: Does Age Matter?
www.igi-global.com/article/students-sense-of-belonging-in-online-classes/154893?camid=4v1a

Online Interaction and Threaded Discussion
www.igi-global.com/chapter/online-interaction-threaded-discussion/16776?camid=4v1a

A Post-Positivist Framework for Using and Building Theory in Online Instructional Design
www.igi-global.com/article/a-post-positivist-framework-for-using-and-building-theory-in-online-instructional-design/162683?camid=4v1a

Crossing Borders toward Young Transnational Lives
G. Sue Kasun and Cinthya M. Saavedra (2014). Cross-Cultural Considerations in the Education of Young Immigrant Learners (pp. 200-216).
www.igi-global.com/chapter/crossing-borders-toward-young-transnational-lives/91853?camid=4v1a