TEACHING STYLES - A COMPARATIVE STUDY OF TEACHING STYLES PRE- AND POST-PANDEMIC

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ABSTRACT

Our paper examines the challenges of teacher training programs at the bachelor's level for initial teacher education in primary and preschool contexts. From this broad perspective, we investigate the evolution of teaching styles within the context of the SARS-CoV-2 pandemic. Our primary research question is whether students' approaches to teaching have changed as a result of the shift to online educational activities during the pandemic. To this end, our analysis seeks to determine the extent to which teaching styles have evolved due to systematic exposure to online education and to assess the lasting impact of the pandemic on teaching methods. We used Grasha's teaching styles model; data were collected by a Google forms ® questionnaire. Accordingly, we compare the teaching styles of students enrolled in primary and preschool teacher training programs across three distinct periods: pre-pandemic, pandemic, and post-pandemic. Data collected since 2017 indicate significant differences in teaching styles among these three study groups.

Keywords: teaching styles, primary and preschool teachers, pre/ post pandemic

INTRODUCTION

According to Cerghit [1], the view that teaching style is a consequence of personality traits is known as the "idiographic approach," promoted by proponents of personality theory. Teaching style determines and influences the entire instructional process. Through their teaching style, educators not only create relationships between students but also design learning activities that support their personality development. Cerghit asserted that styles introduce an individual nuance [1], although the degree of uniqueness is shaped by how often a common conception appears in the teaching practices of a large number of teachers.

Conversely, Văideanu [2] argued that developing one’s own teaching style requires several years of practice, during which the educator must respond to social demands by drawing upon the knowledge and skills acquired during initial teacher training. Over time, multiple typologies of teaching styles have been proposed in the academic literature, differing according to author or theoretical framework.

The present paper highlights the model proposed by Anthony Grasha in 1994 and the criteria that underpinned its development. Although initially focused on studying students’ learning styles—seemingly representing only one half of the teacher–student interaction [3]—Grasha concluded that there is an interdependent relationship between students’ learning styles and teachers’ teaching styles. Therefore, in 1988, he launched a