TEACHING STYLE INVENTORY

This inventory was designed by CORD to gauge your teaching preferences and styles. There are no right or wrong answers to these questions. Below, you will find twelve items, each of which contains four statements about ways you might respond in your teaching, through the way you might behave, think, or feel. Rank the four statements to reflect how well they describe the way you teach. Occasionally, you may feel that none of the statements describe you, or that all of the statements describe you. In these instances, you should force yourself to rank the statements the best way possible in order to get an accurate picture of your particular styles.

Please rank the statement that best describes your response with a "4". The next most descriptive statement should receive a "3," the next a "2," and finally, rank the least descriptive statement with a "1". The rankings should be recorded in the space next to the statement.

When I teach my class, I would be most likely to:

1.
___A. Include student's life experiences or preexisting knowledge when I introduce a concept.

___B. Incorporate reading assignments that provide the background for each concept introduced.

___C. Require students to learn by doing creative problem solving exercises, laboratory activities, and projects.

___D. Engage students in problems that are outside the realm of possibility to force them to think creatively.

2.
___A. Suggest that students collaborate together on their assignments rather than compete.

___B. Instill the relevant facts and procedures. When students cannot pass the state exam or do not have the prerequisite knowledge from my class in the next one they take, I have truly failed as a teacher.

___C. Assign a wide variety of tasks that facilitate learning for understanding. Sometimes learning for understanding takes longer than the administration would like, or longer than I originally planned.

___D. Cultivate scholarship and independent thinking/reasoning skills by providing optional assignments that can be done outside of class.

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3.
___A. Tie concepts to applications in the real world.

___B. Institute a regularly scheduled time for skill building where students practice their use of problem solving.

___C. Guide students in their desire to invent new methods for solving problems and/or representing data.

___D. Introduce students to the possibility that for some problems there is no “right answer”.

4.
___A. Challenge students to reevaluate their own understanding by valuing the opinions of other students.

___B. Supply students with the structure they need to recall and repeat the appropriate facts and procedures from memory to pass the end-of-unit or end-of-semester test.

___C. Capitalize on student curiosity about unfamiliar situations.

___D. Specify a certain amount of time in class for homework.

5.
___A. Become concerned if I feel as though students are asking the question “Why do I have to learn this?”

___B. Insist that students follow my lecture, and frequently question them during the lecture as a check of where I am. I may require that they take notes throughout.

___C. Supply time for exploration and discovery where students have the opportunity to answer their “what if” questions.

___D. Allow students to develop their own problem solution process.

6.
___A. Illuminate students’ misunderstandings by having them describe their thought processes and explain their ideas.

___B. Provide a relatively complete content structure for students to memorize so that they can build upon this foundational knowledge later.

___C. Present scenarios involving many concepts that provide material for class discussion about solutions and predictions.

___D. Devote time to skill drills where each student works alone to deepen their understanding of a concept.

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7.
___A. Try to provide a rationale for learning that motivates students based upon relating what they are taught with what they know will help them later in life.

___B. Provide many problems of the same type. I find that repetition and practice help my students better transfer their knowledge to new situations.

___C. Introduce manipulatives or software, to permit students to represent concepts concretely.

___D. Require that students commit facts to memory.

8.
___A. Assign student roles for activities, such as equipment custodian, timer, measurer, recorder, evaluator, and observer.

___B. Enforce accurate application of a solution procedure by using already learned responses to solving the problem or similar problems.

___C. Foster creative problem solving that has some element of discovery embedded, forcing students to find the new rule or principle.

___D. Walk around while students are working, speaking to them individually about my observations, or asking them questions about their problem-solving process or procedures.

9.
___A. Help students understand that real life situations and scenarios cannot be carried out without an understanding of the knowledge I am providing.

___B. Relate the method for solving a problem as explicitly as possible.

___C. Encourage different approaches to problem solving that help students understand their reasoning skills and processes.

___D. Present the facts first.

10.
___A. Situate students in groups when assigning worksheets.

___B. Amplify the importance of attaining the correct answer.

___C. Assist students in moving gradually from representing information concretely to representing information symbolically.

___D. Identify and point out during lecture the finer points in my problem solving methods that should be of assistance to all students.

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11.
___A. Scaffold upon previously understood concepts and knowledge that can be concretely examined based upon experiences at home, with friends, or activities students find interesting and valuable to them.

___B. Frequently provide quizzes (as many as 1 per week) that help me understand how well my students are able to apply the problem solving methods they have been provided.

___C. Establish activities that require collecting data, analysis of that data, making conclusions and predictions from it, followed by group reflection on the fundamental concepts involved in their data collection and analysis.

___D. Ask open-ended questions that allow students to explore their ideas and creative thoughts in whatever direction they choose.

12.
___A. Structure group activities that require students learn to use interpersonal skills.

___B. Maintain the position that even though a problem may be solvable empirically, students must learn the analytical solution first before they begin to make such predictive solutions to problems.

___C. Expand the ability of students to transfer their knowledge to new situations by incorporating project-based approaches.

___D. Eliminate activities where the result is not distinctly attributable to individual students.

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Scoring

Please complete the table below with the rankings for each item, then add your score for each column.

Odd Numbered Items								Even Numbered Items							
A		B		C		D		A		B		C		D	
#	Rank	#	Rank	#	Rank	#	Rank	#	Rank	#	Rank	#	Rank	#	Rank
1		1		1		1		2		2		2		2	
3		3		3		3		4		4		4		4	
5		5		5		5		6		6		6		6	
7		7		7		7		8		8		8		8	
9		9		9		9		10		10		10		10	
11		11		11		11		12		12		12		12	
Total															

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Results

1. Subtract the smaller number from the larger number in columns Odd-A and Odd-D, and plot it on the bar below. If A was larger, plot your score on the **right**. If D was larger, plot your score on the **left**.

Concept Representation

Abstract Applied

18 16 14 12 10 8 6 4 2 0 2 4 6 8 10 12 14 16 18

This number will serve as the x-coordinate on the Teaching Goals Matrix.

2. Subtract the smaller number from the larger number in columns Even-B and Even-C, and plot it on the bar below. If B was larger, plot your score to the **right**. If C was larger, plot your score to the left.

Learning

Understanding Rote

18 16 14 12 10 8 6 4 2 0 2 4 6 8 10 12 14 16 18

This number will serve as the y-coordinate on the Teaching Goals Matrix.

3. Subtract the smaller number from the larger number in columns Even-A and Even-D, and plot your score on the bar below. If A was larger, plot your score to the **right**. If D was larger, plot your score to the **left**.

Interaction

Individual Cooperative Groups

18 16 14 12 10 8 6 4 2 0 2 4 6 8 10 12 14 16 18

This number will serve as the x-coordinate on the Teaching Methods Matrix

4. Subtract the smaller number from the larger number in columns Odd-B and Odd-C, and plot it on the bar below. If B was larger, plot your score to the **right**. If C was larger, plot your score to the **left**.

Cognitive Processing

Enactive Symbolic

18 16 14 12 10 8 6 4 2 0 2 4 6 8 10 12 14 16 18

This number will serve as the y-coordinate on the Teaching Methods Matrix.

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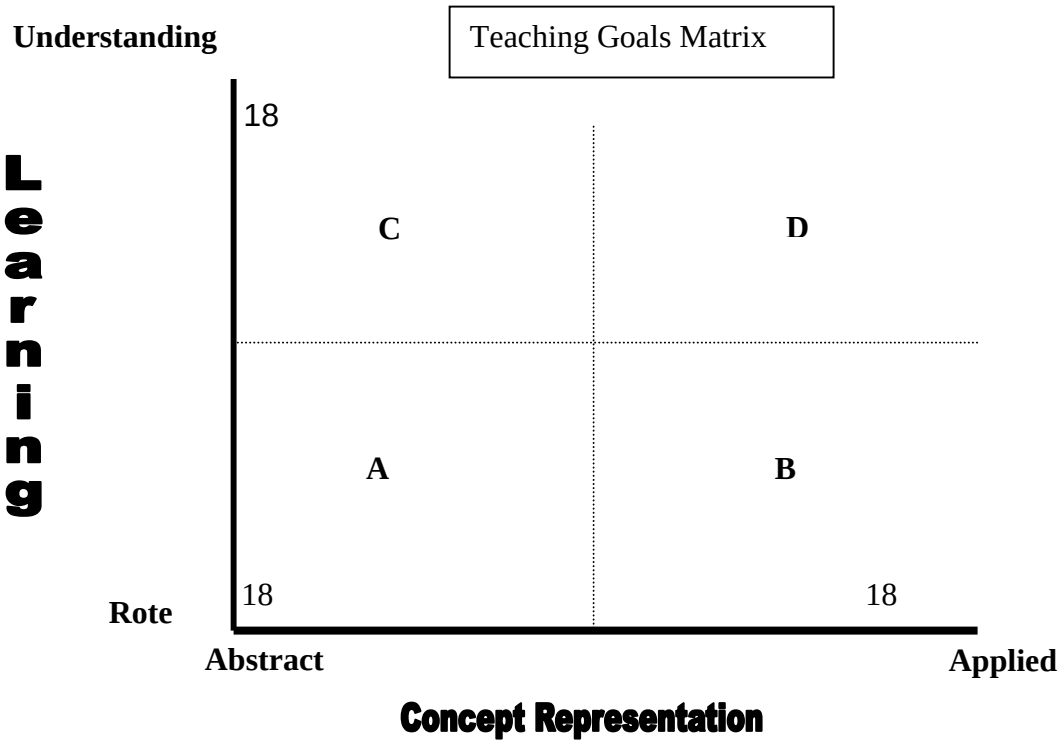
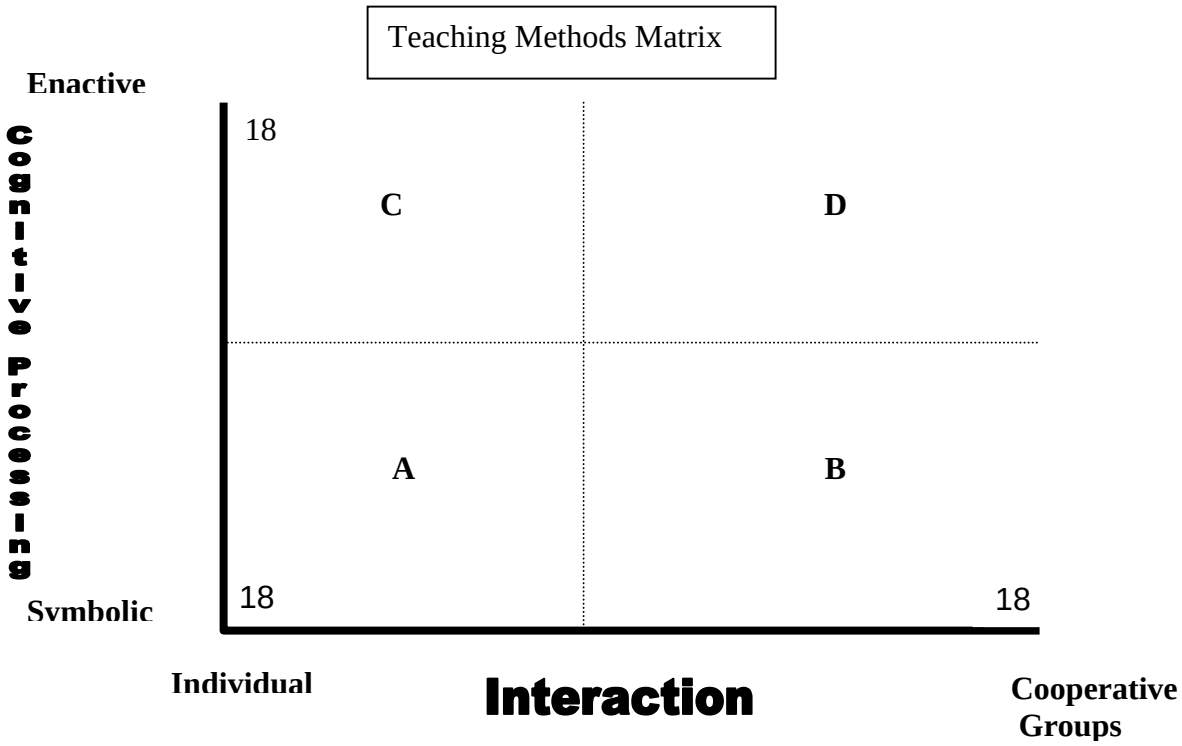

Understanding
Teaching Goals Matrix
Learning
18
C
D
A
B
18
18
Rote
Abstract
Applied
Concept Representation


Teaching Methods Matrix
Enactive
Cognitive Processing
18
C
D
A
B
18
18
Symbolic
Individual
Interaction
Cooperative Groups

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Teaching Goals Matrix Interpretation

Quadrant A = Instructor prefers rote learning to analysis (Example: Students memorize abstract facts, such as multiplication tables and atomic weights, through repetition.)
Quadrant B = Instructor prefers rote learning and focuses on practical applications (Example: Students learn practical facts about the real world, such as the available numerical apertures on fiber optics and the tensile strength of different sizes of nails.)
Quadrant C = Instructor prefers analysis to rote learning but does not focus on practical applications (Example: Students learn abstract processes, such as how to plot vectors representing forces on an unidentified object in an undefined space.)
Quadrant D = Instructor prefers analysis to rote learning and focuses on familiar applications (Example: Students are presented with real-world problems in which they use formulas and processes such as plotting designs for car parts using AutoCAD.)

Teaching Methods Matrix Interpretation

Quadrant A= Instructor prefers to have students process information via symbols and language and work as individuals (Example: Students listen to a lecture.)
Quadrant B= Instructor prefers to have students process information via symbols and language and work in groups (Example: Students discuss problems in groups.)
Quadrant C=Instructor prefers to have students learn through manipulatives used individually. (Example: Working individually at computers, students explore physics principles by manipulating variables in interactive web-based applets.)
Quadrant D=Instructor prefers to have students learn through hands-on activities completed collaboratively (Example: team lab projects)

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