

Teaching Style Inventory

This inventory is designed 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 describe you, or all describe you. In these instances you should force yourself to rank the statements in the best manner 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 best statement should receive a 3, the next a 2, and finally the least descriptive statement should receive a 1.

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

- A. Include students' life experiences or pre-existing 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, lab activities, and projects.
- D. Engage students in problems that are outside the realm of possibility to force them to think creatively.

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

- A. Suggest that students collaborate 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 to the next one they take, I have failed as a teacher.
- C. Assign a wide variety of tasks that facilitate learning for understanding, even though this sometimes takes longer than originally planned.
- D. Cultivate scholarship and independent thinking/reasoning skills by providing optional assignments that can be done outside of class.

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

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

- A. Challenge students to challenge 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 test.
- C. Capitalize on student curiosity about unfamiliar situations
- D. Specify a certain amount of time in class for homework.

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

- A. Become concerned if I feel as though students are asking the question, "Why do I have to do this?"
- B. Insist that students follow my lecture, and frequently question them during the lecture as a check of where I am. Often I require that notes be taken as well.
- 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. *When I teach my class, I would be most likely to:*

- A. Illuminate students' misunderstanding 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 build upon this 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.

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

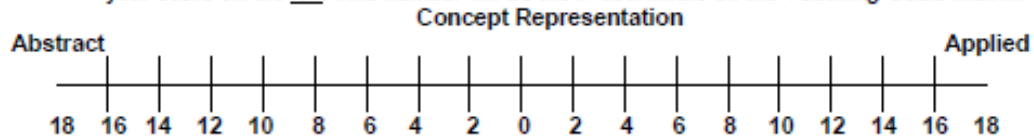
- A. Try to provide a rationale for learning that motivates students based upon relating what they are taught with what they know will help them later in life.
- B. Provide many problems of the same type—repetition can help transfer knowledge to new situations.
- C. Introduce manipulatives or software, so that students can represent concepts concretely.
- D. Require that students commit facts to memory.

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

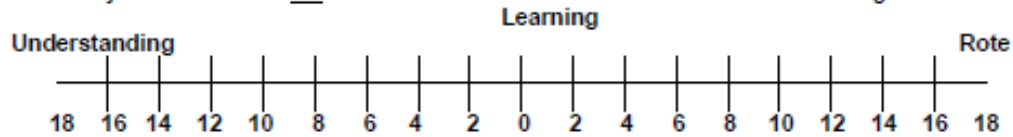
- A. Assign student roles for activities, such as equipment manager, timer, measurer, recorder, observer, evaluator, etc.
- B. Enforce accurate application of a solution procedure by using already learned responses to solving the problem or similar problems.
- C. Foster creative problem solving that 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.

RESULTS

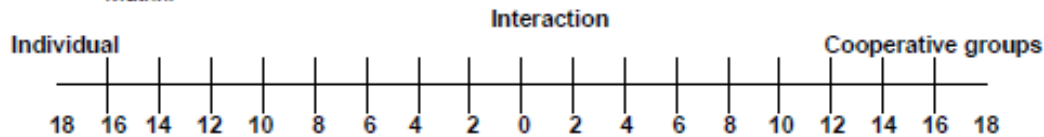
1. Subtract the smaller number from the larger number in columns Odd-A and Odd-D, and plot it on the bar below. If A was larger, plot your score on the right. If D was larger, plot your score on the left. *This number will be the X coordinate on the Teaching Goals Matrix.*



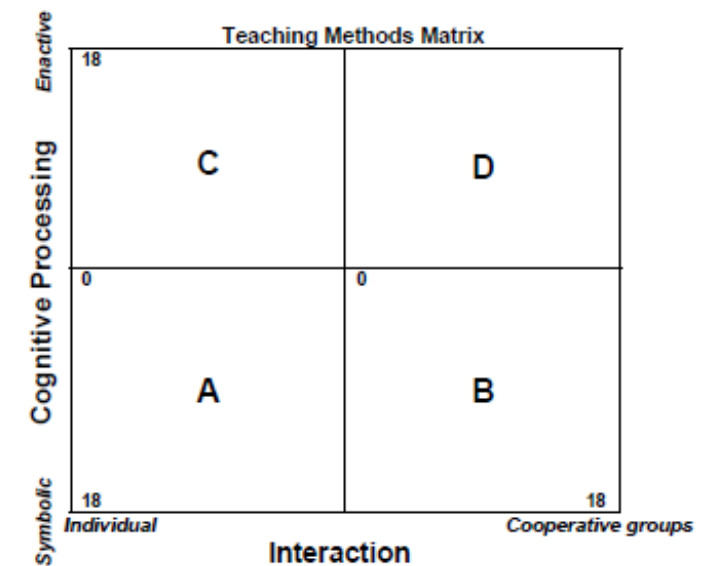
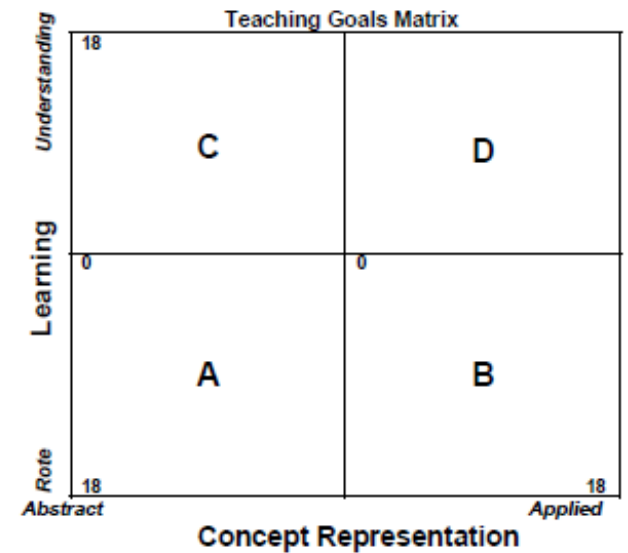
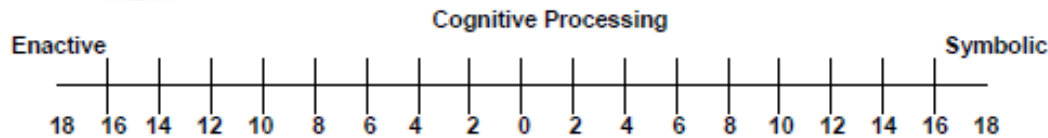
2. Subtract the smaller number from the larger number in columns Even-B and Even-C, and plot it on the bar below. If B was larger, plot your score on the right. If C was larger, plot your score on the left. *This number will be the Y coordinate on the Teaching Goals Matrix.*



3. Subtract the smaller number from the larger number in columns Even-A and Even-D, and plot 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. *This number will be 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 on the right. If C was larger, plot your score on the left. *This number will be the Y coordinate on the Teaching Methods Matrix.*



Teaching goals matrix interpretation

Quadrant A: Teacher prefers rote learning to analysis. Example: students memorize abstract facts, such as multiplication tables through repetition.

Quadrant B: Teacher 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: Teacher 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 object in a space.

Quadrant D: Teacher 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: Teacher prefers to have students process information via symbols and language and work as individuals. Example: students listen to lecture.

Quadrant B: Teacher prefers to have students process information via symbols and language and work in groups. Example: students discuss problems in groups.

Quadrant C: Teacher prefers to have students learn through manipulatives used individually. Example: working individually at computers, students explore physics principles by manipulating variables in interactive applets.

Quadrant D: Teacher prefers to have students learn through hands-on activities completed collaboratively. Example: team lab projects.