

APPENDIX B

Teaching Styles Inventory

([Instructions](#) available)

Brief title of course #1:

Primary level of this course:

Your Gender:

Is this course required for undergraduate majors and/or a graduate degree:

What is the average enrollment in the course?

How many times have you taught this class?

On a rating scale of [1 2 3 4 5 6 7] where a 1 indicates *I do not enjoy teaching this course* and a 7 indicates *I really enjoy teaching this course*, rate the extent to which you like teaching this class:

When you return to the Teaching Styles Inventory, answer each item as honestly and objectively as you can. Resist the temptation to respond as you believe you "should or ought to think and behave" or in relation to what you believe is the "expected or proper thing to do." Use the following rating scale:

1	2	3	4	5	6	7
Strongly Disagree		Somewhat Disagree	Neither Disagree or Agree	Somewhat Agree		Strongly Agree

Very Unimiportant				Very Important
Very Unimiportant				Very Important
Aspect of My				Aspect of My
Approach to				Approach to
Teaching this				Teaching this

Course Your results will be compared with an on-going compilation of data. Course

1. Facts, concepts, and principles are the most important things that students should acquire.

2. I set high standards for students in this class.

3. What I say and do models appropriate ways for students to think about issues in the content.

4. My teaching goals and methods address a variety of student learning styles.

5. Students typically work on course projects alone with little supervision from me.

6. Sharing my knowledge and expertise with students is very important to me.

7. I give students negative feedback when their performance is unsatisfactory.

8. Students are encouraged to emulate the example I provide.

9. I spend time consulting with students on how to improve their work on individual and/or group projects.

10. Activities in this class encourage students to develop their own ideas about content issues.

11. What I have to say about a topic is important for students to acquire a broader perspective on the issues in that area.

12. Students would describe my standards and expectations as somewhat strict and rigid.

13. I typically show students how and what to do in order to master course content.

14. Small group discussions are employed to help students develop their ability to think critically.

15. Students design one or more self-directed learning experiences.

16. I want students to leave this course well prepared for further work in this area.

17. It is my responsibility to define what students must learn and how they should learn it.

18. Examples from my personal experiences often are used to illustrate points about the material.

19. I guide students' work on course projects by asking questions, exploring options, and suggesting alternative ways to do things.

20. Developing the ability of students to think and work independently is an important goal.

21. Lecturing is a significant part of how I teach each of the class sessions.

22. I provide very clear guidelines for how I want tasks completed in this course.

23. I often show students how they can use various principles and concepts.

24. Course activities encourage students to take initiative and responsibility for their learning.

25. Students take responsibility for teaching part of the class sessions.

26. My expertise is typically used to resolve disagreements about content issues.

27. This course has very specific goals and objectives that I want to accomplish.

28. Students receive frequent verbal and/or written comments on their performance.

29. I solicit student advice about how and what to teach in this course.

30. Students set their own pace for completing independent and/or group projects.

31. Students might describe me as a "storehouse of knowledge" who dispenses the fact, principles, and concepts they need.

32. My expectations for what I want students to do in this class are clearly defined in the syllabus.

33. Eventually, many students begin to think like me about course content.

34. Students can make choices among activities in order to complete course requirements.

35. My approach to teaching is similar to a manager of a work group who delegates tasks and responsibilities to subordinates.

36. There is more material in this course than I have time available to cover it.

37. My standards and expectations help students develop the discipline the need to learn.

38. Students might describe me as a "coach" who works closely with someone to correct problems in how they think and behave.

39. I give students a lot of personal support and encouragement to do well in this course.

40. I assume the role of a resource person who is available to students whenever they need help.

When you are finished, press the button below to obtain your scores on each teaching style.

Calculate Scores