Excerpts from Questionnaire – Teaching Styles and Models Worksheet

36. My professor exhibited the following styles of instruction throughout the semester. Select ALL that apply.

(a) ___ teacher makes all decisions on what, where, when, and how learning takes place; is the expert; strives for precision, synchronization, and uniformity; determines what is taught and how it will be evaluated

(b) ___ students are given a number of tasks to practice; students can ask questions; teacher moves around and gives feedback

(c) ___ students provide feedback to each other; one student performs while another provides feedback; teacher designs forms to guide the observations; socialization is inherent in this style; students develop feedback skills

(d)___ feedback is provided by you as the individual learner to yourself; other events providing external feedback facilitate your ability to do this; professor helps you become a better evaluator, increasing your self-esteem about working independently

(e) ___ we select our own level of performance and alter it according to my self-evaluation; the professor determined the tasks and defined the levels of difficulty

(f) ___ professor leads students to discover concept by answering a series of questions; professor determines concepts and best sequences for guidance; friendly environment with time to think built into the learning opportunity; professor traces a series of questions leading to the answer

(g) ___ professor presents question; students use logical and critical thinking to discover solutions; students determine questions to ask rather than the professor; professors respect for the process and do not interfere

(h) ___ professor encourages students to find multiple solutions to given problems; professor selects the subject and designs the problem – there is no one right answer; professor responds to student process rather than the value of a solution or answer

(i) ___ the student and professor selects the content to be learned; the student designs, develops, and performs the series of tasks **and/or** students select the activity, design the experiences, perform the tasks; professors assists/consults with the evaluation of tasks

(j) ___ students take full responsibility for the learning process; they do not consult with the professor

Teaching Models

The professor lectures information and connections; I listen and take notes, if I choose (Lecture)

The professor focuses or presents content, then breaks the class into student groups to discuss the content, then engages in summarizing and clarifying the content as a group. (Reciprocal)

The professor focuses or presents content, then assigns individual but short term projects using the content or information, e.g., problem to solve, design project, analysis. (Reciprocal Performance)

The professor focuses or presents content, breaks the class into student groups to discuss the content, and then engages in a short term group project using the content or information, e.g. problems to solve, design project, analysis. (Reciprocal Performance)

Lessons are broken down in components; as individual students master each component, they are tested; when they pass the test, they go on to the next component. (Mastery learning)

The professor uses visual charts, displays a wide range of graphic organizers or other visuals to better organize and present information; to show relationships between concepts and principles; and to increase understanding about the application of foundation concepts or principles. (Graphic Organizers)

When presenting content, the professor uses examples that are and are not representative of the concept or principle. Students compare the examples and match those that represent the concept or not; gradually as more examples that are and are not representative are reviewed, the group reaches consensus of what examples directly represent the content and come away with greater understanding. (Concept Attainment)

Lessons require that we combine concepts and analyze the relationships of concepts; we then engage in solving problems (conceptualization)

During the lessons, the professor asks us to identify and enumerate information related to concepts as they are demonstrated, grouping concepts into categories with common attributes. (Concept Formation)

We learn information on concepts through the act of classification, gathering and classifying information to build and test hypotheses; they engage in experiments and the results of experiments are used to develop hypothesis generalizations about the situation, idea, or problem. (move from information to problem) (Inductive Thinking)

We are presented with generalizations and examples and engage in trying to glean or identify the individual situation or idea that is embedded (move from problem to why something happens) (Deductive Thinking)

We are presented with a problem and then create questions to be used to solve the problem. We engage in a process of investigation and explanation of the phenomena. (Inquiry)

We engage in a formally organized court case to present information and arguments about the ingrained issues. (Jurisprudential)

We are instructed on each component of the content and all must be successful on that content before the professor moves on with new or more complex content (Direct Instruction)

Lessons break skills down into components and sequences of action; each person learns the skill step by step the same way (Training)

Lessons begin by focusing on a current situation; analogies are used to define the characteristics of the situation; analogies continue, using other graduated analogies until it appears to have no relationship to the origin; the lesson then uses the final description of the analogy to compare to the original situation (Synectics)

Lessons engage us in the development of physical skills, such as welding (Psycomotor)

The professor uses metaphors to make content more familiar (Metaphorical)

Lessons focus on personal development, free expression of ideas and feelings, furthering your self-understanding (Non-directive)

We explore problems through actions developing problem solving skills; we participate and/or observe (Role Play)

Bloom's Taxonomy of Learning

a. the learning of basic knowledge requiring me to list, name, identify, show, define, recognize, recall, state, visualize, state facts, concepts, theories, principles, information?

b. the comprehension or greater understanding of knowledge through activities that required me to summarize, explain, interpret, describe, compare, paraphrase, differentiate, demonstrate, classify, or contrast facts, information, concepts, theories, principles?

c. the application or opportunity to "do" or "perform" using knowledge, requiring me to solve problems, illustrate, calculate, use, interpret, relate, manipulate, apply, modify facts, concepts, theories, information, or data?

d. analytical activities that required me to analyze and organize facts, data, and information; deduce patterns and trends; and contrast, compare, and distinguish differences or similarities, and then discuss solutions, directions and plan or devise actions?

e. the synthesis and evaluation of facts, information, data, situations, problems, and furthermore require me to argue rationally, support or justify a method, solution, action, choice of formula, theory, concept, principle or result in the need to propose a hypothesis, following with the design of an experiment, product, process, technique, and/or make judgments that had to be critiqued and defended and finalized into reports, summaries, or papers.

f. the design, discovery, invention, development, creation, research, or transformation of knowledge into products, processes, techniques, models, methods, strategies, etc., using design and development, research, experimentation, and/or development knowledge, techniques, procedures, and tools?

Degrees of Active or Engaged Learning

a. The professor assumes the entire responsibility for delivering the course content. He/she lectures all information we are expected to learn. The text is used as a reference. Lectures reflect text content.

b. The professor assumes the entire responsibility for delivering the course content in combination with assigned readings from the textbook. The lectures and text content provide all the information we are expected to learn. Most lectures correlate directly or are duplication of text content.

c. Students are assigned reading from the text to gain basic course content; my professor explains difficult content from the text, then adds lectures on some important or critical content that is not covered in the text, thus expanding or deepening understanding and ability to use the information from the text.

d. Students are responsible for some of their own learning. For example, once a concept, or principle is explained by the professor and we have used the text for basic learning, as a source or reference, we then have to perform research on content ourselves to deepen our understanding of the concept and its application possibilities. We have to bring the information back to class to share with the professor and class. Student activities can vary from literature research, case studies, identifying additional sources of information (e.g. books, people, examples, demonstrations, etc.). Students are required to learn on their own or in small groups to deepen understanding or extend learning and understanding beyond that presented by the professor or established learning activities.

e. The professor assigns reading from the text, explains difficult content, and then provides content to deepen or extend the basic text content or to clarify or explain content not well understood. Students are responsible for some of their own learning, and we then engage in research to solidify understanding of the content. Ultimately, the professor then assigns projects that expand learning into the "doing" dimension where we used the content learned to solve a problem, develop a product, construct a theoretical model, use materials, processes, and knowledge to create, etc.

f. Students are responsible for a great deal of their own learning. After working with us in a variety of ways, many of them highly engaging students to learn important knowledge and skills where the professor is more of a learning coach, direction setter, source of validation, someone who models an inquiry driven process of learning, with a strong focus on "how" and "why" processes, he/she provides the opportunity to engage in the creation of a solution to a identified need or problem applying the knowledge and skills learned earlier or throughout the learning processes throughout the semester.