Self-Awareness about Teaching Style
Development of a Tool

Debra Larson
Northern Arizona University, Flagstaff, AZ

Abstract

In his book titled "Mastering the Techniques of Teaching", Joseph Lowman presents a rigorously developed and frequently referenced two-dimensional model for characterizing the range of teaching styles found in college classrooms. This model has been integrated into the ASCE's Excellence in Civil Engineering Education (ExCEEd) Teaching Workshops (ETW); presented to university faculty over the course of two or three workshops per summer since 1999. To date, over 380 faculty have attended ETW. During each ETW, a number of classroom assessment devices are embedded into the workshop seminars. A muddiest point technique is used with the seminar on Lowman's model; revealing year after year difficulties with understanding the two dimensions and the style categories. Participants often express the desire to "know where their teaching style lies within the model."

The author has been developing a short questionnaire for college teachers to self-determine their teaching style within Lowman's 2-D framework. This article describes the two phases of development that have been completed, which includes trial runs with college professors and students. Even though additional work is needed to finalized and validate the plotted results, the instructor and student versions presented in this paper are complete enough for use at the 2007 ETW, of which the primary purpose is to enhance participants' understanding of Lowman's 2-D model.

Introduction

The American Society of Civil Engineers has been offering two or three Excellence in Civil Engineering Education (ExCEEd) Teaching Workshops (ETW) every summer since 1999[1]. To date, over 380 faculty have attended ETW. ETW is focused on providing an intensive hands-on experience to its participants through a combination of seminars, demonstration classes, and small group teaching practice sessions. The theoretical content and overarching principles are delivered by the ETW staff through a number of seminars that are appropriately staged during the week in support of the other workshop activities. Although a few individual seminars have been changed or refined over the eight years of ETW, the intent of the seminars remains the same – to provide content and embedded activities that orient, motivate, inform, stimulate, demonstrate, apply, and assess. Table 1 is a listing of the seminars to be offered as part of the 2007 ETW which is being hosted at Northern Arizona University in July. The ETW staff consists of engineering and construction management faculty volunteers from across the U.S. who are scholars of teaching and learning and schooled in the philosophy and methods of ETW.

Table 1. 2007 ExCEEd Teaching Workshop Seminars

Number	Seminar Title	Dimension
I	Learning to Teach	IE
II	Principles of Effective Teaching	
III	Communication Skills I / Speaking	IE
IV	Communication Skills II / Writing	IE
V	Planning a Class I / Learning Objectives	IE
VI	Planning a Class II / Lesson organization & board notes	IE
VII	Communication Skills III / Questioning	IR
VIII	Learning Styles	IR
IX	Interpersonal Rapport	IR
X	Communication Skills IV/Non-Verbal	IR
XI	CATs and Active Learning	IE and IR
XII	Teaching With Technology	IE
XIII	Putting it Together: Syllabus & Exams	IE
XIV	Making it Work at Home	

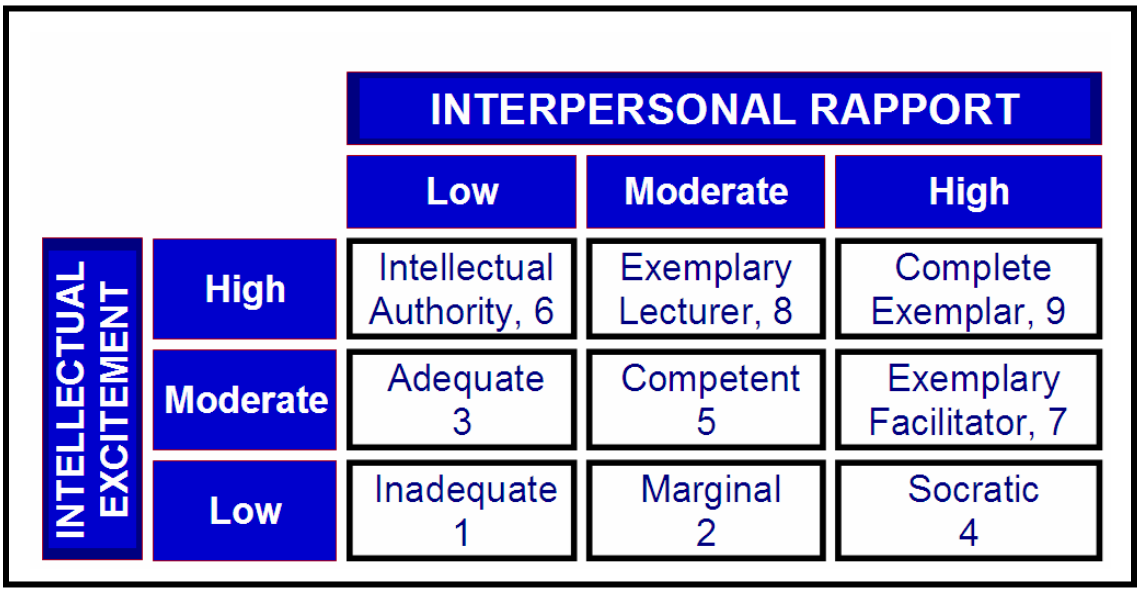
The ETW makes use of a thorough assessment process in which each activity is evaluated by each participant for its value and conduct. At frequent intervals throughout the week, the ETW participants are given time to reflect upon the activities and are encouraged to fill out the assessment worksheet as the activities occur[2]. Summer after summer, the ETW participants are overwhelmingly positive about the workshop – the way its delivered, the quality of each individual's experience, and the interpersonal connections made via small group interactions and one-on-one mentoring. The three demonstration classes delivered by master teachers and the three lab classes, where each participant teaches, are consistently rated as the most valuable aspects of ETW.

Seminar II – Principles of Effective Teaching

Seminar II introduces a rigorously developed and frequently referenced two-dimensional model for characterizing the range of teaching styles found in college classrooms. This model – known as Lowman's Two-Dimensional Model of Effective College Teaching[3] – was developed from an ethnographic analysis of over five hundred nominations for teaching awards. The model is presented in Figure 1 as a two-dimensional matrix. It is used in ETW to provide a global perspective on teaching that is framed in the concepts of Intellectual Excitement (IE) and Interpersonal Rapport (IR). Intellectual Excitement focuses on the content to be learned – the clarity of *what* is being presented and *how* it is being presented. Interpersonal Rapport focuses on the learner – classroom psychology and awareness of the interpersonal phenomena.

An instructor demonstrating low IR is described as cold, distant, highly controlling, or unpredictable. In response, students are characteristically afraid and uneasy, are motivated by fear, and believe that the teacher *actively* dislikes them. In a low IE classroom, the material is often presented without energy or enthusiasm and it is vague and confusing. In this context, students find it difficult to pay attention and are frustrated, confused, or uncertain.

Figure 1. Lowman's Two Dimensional Model of Effective College Teaching



An instructor demonstrating high IR shows a strong interest for each student as individuals, acknowledges the feelings of students, encourages questions, and communicates that their understanding of content is important. Likewise, students believe that the teacher cares about them and their learning. They believe that the teacher has confidence in their abilities, and the students are motivated to do their best. The content in a high IE classroom is well-organized. It is presented in clear language, in an engaging way, and relationships between topics are stressed. Teachers with high IE love the course content. In response, students know where the teacher is going, they see connections between topics, and they experience a sense of excitement about the content. A telling feature of a high IE classroom is that the class period passes quickly and the lecture is described as great!

Lowman assumed that instructor skill on the IE and IR dimensions is distributed normally. Experienced college teachers are generally competent falling at the mid range of each dimension. He created his 2-D model with the belief that there are relatively few teachers that are above or below this norm of competency.

As is indicated in Table 1, most of the ETW seminars address techniques for enhancing IE and/or IR. Clearly, Lowman's model is a central concept to ETW, and the participants typically understand this; generally giving Seminar II a high rating on value. In addition to the overall workshop assessment, the ETW staff embeds a number of classroom assessment devices into the seminars to capture immediate information and feedback from the participants. The author has used a muddiest point device[4] with Seminar II since 2002. At the end of Seminar II, the participants are asked to anonymously identify the one aspect of the seminar they found confusing or "muddy". Through this muddiest point device, the ETW staff has noted consistent, year-after-year, difficulties by participants in understanding and differentiating between the two dimensions and what the teaching style categories mean. They also often express the desire to "know where their own teaching style lies within the model."

Initial Version and Results

Over the years, the ETW staff has made various refinements to Seminar II to help overcome participants' difficulties with understanding the model and its significance. Each revision has led to further improvements with the 2006 seminar making use of well-known movie clips to exemplify the four extremes of Figure 1. The clips, although well-received because of their amusing nature, fell short of providing the complete understanding as the muddiest points continued to speak about confusion with Lowman's model. Motivated to enhance the comprehension of Seminar II, the author set about developing a self-assessment questionnaire based in the two dimensions of Lowman's model for integration directly into the seminar. The hope being that as participants interpreted the model within their own personal contexts they would simultaneously understand the underlying concepts better.

Figure 2. Initial Solicitation to the ETW List Serve

Dear Former ETW Participant,

Would you be so kind to try out the attached 2-D teaching style questionnaire? I'm trying to develop a questionnaire that provides the user insights into where they may be falling relative to Lowman's 2-D model of college teaching. (Reminder: Lowman's model is the 9-cell matrix categorizing teaching as a function of intellectual excitement and interpersonal rapport that was presented at your ETW.) To validate the questionnaire, however, I need folks to try out the form and plot, and assess whether or not they agree with the end result. If you are willing to take this short self-assessment, please complete the following steps. Please do not, however, open all the attachments at once, but step through them in order.

Step 1.	Take the questionnaire and calculate your total scores for both Questions 1-11 and Questions 12-22.
Step 2.	Plot your results on the grid.
Step 3.	Review Lowman's 2-D model found in the short PowerPoint file.
Step 4.	Compare you plotted result to Lowman's model overlain on the plot (last slide from the PowerPoint file).
Step 5.	Answer the question "Do you agree or disagree with what this exercise is suggesting about your teaching style?"
Step 6.	Please send to me (directly to Debra.Larson@nau.edu, not as a reply to the list serve), your results and any discussion you'd be willing to share.

Thank you.

In January 2007, the author constructed a trial version of a short questionnaire with the intent for instructors to answer and assess their IE and IR skills. The form of the questionnaire followed the format used in the leadership literature[5]. This format was consistent with Lowman's methodology as he relied on the classic two dimensions – in this case "task" and "maintenance" characteristics of group leadership – to develop his approach. The questions, twenty-two in all, were developed directly from the explanatory text of Lowman. Questions 1-11 assessed IE skills; questions 12-22 assessed skill in IR. A scale of 5 (always) to 1 (never) was used. In addition to the questionnaire, the author developed a plot whereby the resulting IE and IR totals from the questionnaire are plotted to provide an indication of self-assessed teaching style in

accordance to Lowman's nine cell matrix of Figure 1. This initial plot was constructed by simply dividing the range of possible numerical results, ranging from 11 to 55 per dimension, into three equal cells. The line of demarcation between low and moderate skill was set 26. The demarcation between moderate and high skill set at 40.

This initial version was sent out on January 30, 2007 to the email list serve of former ETW participants with the request and directions provided in Figure 2. There are 344 subscribers to the ETW list serve as of January 2007 and all have been exposed to Lowman's model via their respective attendance at ETW.

Over the course of twelve days, twenty-five former participants took the survey and provided their numerical scores, analyzed whether or not they agreed or disagreed with the resulting teaching style, and provided additional comments that proved useful in the creating a more refined activity as described in greater detail below. The group's results on this initial survey and plot was as follows:

- 20 respondents plotted into Cell 9, Complete Exemplar
- 1 respondent plotted into Cell 8, Exemplary Lecturer
- 3 respondents plotted into Cell 7, Exemplary Facilitator
- 1 respondent plotted into Cell 5, Competent

Of the respondents, twenty completed step 5, discussing if they agreed or not with the plotted results. Only seven of the twenty agreed completely with their resulting cell placement. The comments from the majority – those thirteen respondents not completely agreeing with the plotted results – universally believed that their cell ranking was too generous. Typical of these comments were the following:

> "Complete exemplar. If find it difficult to believe that I fall into that category after only three years of teaching….might be overestimating things."
>
> "I am not sure I am quite that good!"
>
> "I really like the questions on the survey, although I don't personally agree with my results."
>
> "Perhaps a linear scale on the plot may not be best…"

In addition to the above, the respondents provided many other comments. These comments fell into four groupings: (1) the questionnaire, (2) the student perspective, (3) reflective thoughts about teaching including the influence of ETW, and (4) technical details. The respondents believed that the questions captured the intent of IE and IR well, while simultaneously enjoying the brevity of the activity and the ease at which results were obtained. Example comments included:

> "Tough to quantify IE and IR, but I think the survey does an admirable job."

"I think that the questions are pretty good at bringing out what lies behind the 2-D model."

"I think (future ETW) participants will benefit (re comprehension of Lowman's 2-D model) from the quiz."

Eight respondents wondered about creating and giving a student version of the same questionnaire for the purpose of comparing the instructor self-assessment to student perceptions. Some thought this would help with removing the bias self-assessment techniques can contain and would possibly promote additional insights. An example comment reflecting the intent of this grouping was:

"Absolute honesty is required when scoring each question, as the right answer to get a good result is obvious. Perhaps if the students completed the questionnaire, there would be no bias in the results."

Six respondents made reflective comments about their teaching and/or the impact of ETW. These comments included:

"I attribute much of my success to my participation in an ExCEEd workshop."

"In going through your questionnaire, I see that I HAVE made some strides along the way, although I still have plenty of room for improvement both with the IR and IE categories."

Three respondents provided comments helpful to refining or clarifying the plot, the scoring key, and five of the twenty-two questions.

The conclusions drawn from this trial run of the initial version were:

- The questionnaire functioned as was intended, and with some minor refinements will be even better.
- The plot's scale and the demarcation point between cells were inappropriate and yielded too generous interpretations of style.

This initial trial also provided the impetus to create and implement a student version.

Second Version(s) of Questionnaire and Results

A revised version of the instructor self-assessment questionnaire was produced shortly after an analysis of the ETW respondents. Questions 1, 2, 6, 15, and 17 were edited to clarify the intent of each question. Additional, quantitative type information, was provided to help respondents distinguish between the categories of Always, Often, Try, Seldom, and Never from the answer key. A student version was also created whereby each student question mapped directly to the

corresponding instructor question. The instructor and student versions are found in the appendix to this paper.

On February 12, 2007, the author sent the revised instructor questionnaire and student version out to the ETW list serve as well as to her colleagues within the Engineering Programs at Northern Arizona University (NAU). The directions to this second solicitation to the ETW list serve are provided in Figure 3. The NAU inquiry was similar. The primary focus of the second trial was to gather comparative data between instructors and matched students to assess the magnitude of the self-assessment bias. The secondary purpose was to gather additional instructor data for use in revising the plot and demarcation points between cells. The plot was not sent out with the second request.

Figure 3. Second Solicitation to ETW List Serve

Dear Former ETW Participant,

Please find the promised student and revised (based upon your comments) instructor versions of the questionnaire on Lowman's 2-D model. Through the previous work – initial questionnaire and plot – it became clear that the questionnaire results need to be "calibrated" to make it more meaningful. If you are willing to help one more time, here's what I need:

1. You complete the revised instructor self-assessment (titled "What Is Your Two-Dimensional Teaching Style?") and report your IE and IR scores again to me directly.
2. Print off the student version of the questionnaire (titled "What Is Your Instructor's Two-Dimensional Teaching Style?") and ask your students in one of your classes to anonymously fill it out.
3. Compile the student results, reporting to me on the number of students completing the questionnaire, the average total score and standard deviation from questions 1-11 and from questions 12-22. Briefly describe the class in which you tried the student version out, e.g. title, level.
4. Please complete this by February 22 and report back to me directly at Debra.Larson@nau.edu and not to the ETW list serve. As always, I welcome any additional comments and insights you'd like to offer on this.

Thank you.

Eighteen instructors provided directly comparable data sets, of which ten were from NAU and eight from the ETW list serve. Six of the ETW respondents were new; completing this version for the first time. A total of 429 students representing twenty-three unique groupings completed the student version. Four instructors provided matched student data from more than one class. The classes surveyed were primarily undergraduate and traditionally-delivered courses from engineering, engineering technology, and construction management.

The self-assessed rating in IE and IR by this group of eighteen instructors averaged, respectively, 47.2 (standard deviation = 4.1) and 48.3 (standard deviation = 3.8). The ratings from each matched set of student data was compared directly to the corresponding instructor's ratings. On the average, the instructors' self-assessed themselves slightly lower than their comparable students. The students, on the whole, assessed their comparable instructors better by .6 points

(standard deviation = 3.4) in IE and 1.7 points (standard deviation = 4.1) in IR. Notable deviations from this were four instructors that rated themselves much lower (by more than 5 points) than their students in either or both dimensions. Only one instructor rated himself greater (by more than 5 points) than his students and this occurred in only one of the two of the dimensions.

This small sample of matched data is encouraging. It suggests that college instructors may have a realistic understanding of their teaching skills when compared to their respective students' interpretation of the same skill set.

Revised Plot

As noted above, the original cell placement in the initial trial run was deemed to be too generous. The initial plot placed the majority (80%) of responding instructors into the Complete Exemplar cell, cell 9. Yet only 35% (n = 7) of this informed group (ETW graduates already familiar with the Lowman's 2-D model) agreed with their cell placement. The remaining respondents felt that their placement was too generous and overestimated their teaching skill. This majority conclusion is consistent with Lowman's assumptions about the distribution of teaching skills. His work showed that only a very few individuals demonstrate the full range of skills to "motivate all students from the brilliant to the mediocre" and thereby warranting their designation as a Complete Exemplar.

The next phase of this study attempted to find and assign the demarcation line between the moderate-range and high-range cells to better reflect Lowman's assumptions about teaching skills and to provide better agreement with the first study respondents' conclusions about their skills. A careful examination of the first study's individual scores, especially those 35% who agreed with their cell placement, suggested that a more appropriate delineation lies between 48 and 50 vs. the original value of 40. Table 2 summarizes the variations in cell placement due to the changing demarcation line for this first group of twenty-five respondents. Of the seven agreeing responders, cell placement changed (from a higher cell to a lower cell) for all, except:

- two when the division was set at 48, and
- one when set at 50.

Similarly, cell placement results for the respondents to the second study are summarized in Table 3.

Tables 2 and 3 show that the group results relative to cell placement are very sensitive; exhibiting significant shifts of results between demarcation lines of 48 and 50. Because the sample size is too small and certainly not representative of the full population of college instructors, it is not possible to make a definitive conclusion about the appropriateness of either value. On the other hand, it is not appropriate to think of these skill categories as discrete step functions as this discussion may be suggesting. Skills in both IE and IR are probably better characterized as a gradient, gradually improving as an individual progresses from the low through moderate to the high cells. For consistency with Lowman's conclusion that only a very

few instructors demonstrate either cell 9 or cell 1 skills, the high-end demarcation point is set here at 50.

Table 2. Cell Placement Results as a Function of Demarcation Line for Respondents to the Initial Study

	Demarcation Between Moderate and High		
	Original (line = 40)	Revision 1 (line = 48)	Revision 2 (line = 50)
Cell 9, Complete Exemplar	20	5	2
Cell 8, Exemplary Lecturer	1	3	0
Cell 7, Exemplary Facilitator	3	9	9
Cell 5, Competent	1	5	11
Unable To Test Cell Placement		3	3

Table 3. Cell Placement Results as a Function of Demarcation Line for Respondents to the Second Study

	Demarcation Between Moderate and High		
	Original (line = 40)	Revision 1 (line = 48)	Revision 2 (line = 50)
Cell 9, Complete Exemplar	18	9	5
Cell 8, Exemplary Lecturer	0	2	0
Cell 7, Exemplary Facilitator	2	4	5
Cell 5, Competent	1	6	11

Typical of volunteer teaching surveys this small study did not capture data from the lower side of the skill set. The responding instructors generally exhibited moderately high teaching skills. As such, it was not possible to test the demarcation point between the moderate and low skill cells. It has been for the purposes of this work assigned as 28 – halfway between 33, a score associated with an instructor who selects the answer of "tries to, but is not consistent", and 22, a score associated with instructors' who answer "seldom" to the various questions.

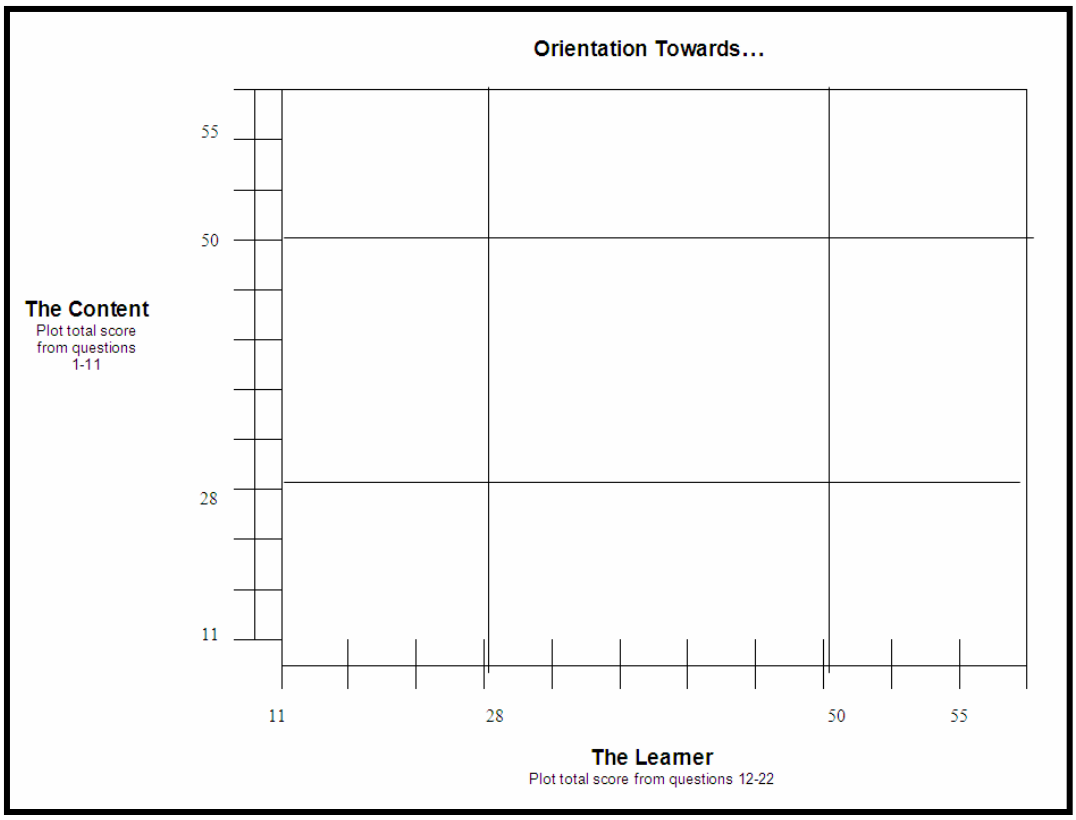
The revised plot is provided in Figure 4. Figure 5 displays the plot with Lowman's 2-D model overlaid.

Additional Work Needed

The author recognizes that more work is needed to refine and validate this quantitative approach to Lowman's rather qualitative methods. The work presented here was limited by the population size of responding instructors and by their type, as they were mostly instructors who demonstrate moderately high skills in both IE and IR. This initial study missed those instructors that might self-assess their placement into cells 1, 2, 3, 4, and 6.

Figure 4. Revised Plot Corresponding to Instructor and Student Versions of the Teaching Style Questionnaire

The author plans to complete two additional follow-on studies to further support this tool's



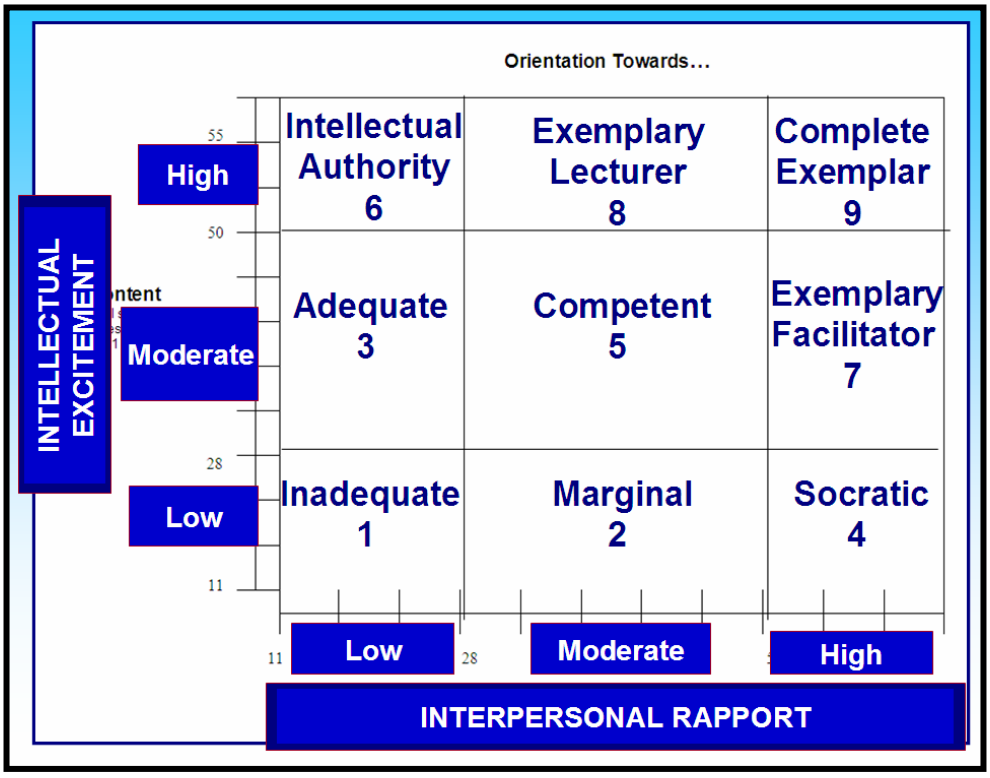
development. One planned study will include an independent assessment of a number of instructors in their respective classrooms. This study will provide additional data to evaluate the repeatability of answers and the suitability of the questions to properly capture and differentiate skill levels within the IE and IR dimensions. The second planned study will ask a broad sample of college students to complete the questionnaire twice on actual instructors whom they judge to be the very best and the very worst. This approach will provide information on how well the tool captures college teaching at the extremes. In particular it will provide data for examining the lower three cells of Lowman's nine cell matrix of teaching styles. The final version of the questionnaire and plot shown here in this paper will be used at the 2007 ETW at NAU. Data on participants' comprehension of Lowman's model will be gathered at this time.

Conclusions

This initial development work suggests that the questionnaire and plot can be effective in providing individual instructors with insights into their personal teaching style. The simplicity and brevity of the questionnaire is appealing to students and instructors alike. Match samples of student and instructor results suggest that instructors may have a realistic understanding of their teaching skills.

Even though additional work is needed to finalized and validate the plotted results, the instructor and student versions presented in this paper are complete enough for use at the 2007 ETW, of which the primary purpose is to enhance participants understanding of Lowman's 2-D model.

Figure 5. Revised Plot Overlain by Lowman's Two-Dimensional Model of Effective College Teaching



PostScript

The following individuals provided valuable data and information towards the development of the tool. The author wishes to formally thank and recognize their contributions to this study: David Admiraal, William Auberle, Terry Baxter, Stuart Bernstein, Giovanna Biscontin, Susan Bogus, Aaron Budge, Steve Burian, Lawrence Chiarelli, Carol Considine, Serban Constantinescu, Chad Cristina, David Devine, Eck Doerry, Mark French, John Fricker, Dave Girder, John Haddock, Josh Hewes, Amy Chan Hilton, Beverly Jaeger, Crist Khachikian, Gene Loverich, Linsey Marr, Glenn Morrison, Audra Morse, Wilf Nixon, Joseph Orlins, Declan Phillips, Mohammad Qureshi, Farhad Reza, Craig Roberts, Camilla Saviz, Sanjaya Senadheera, Chris Stone, Mary Stroup-Gardiner, Susan Thomas, John Tingerthal, Paul Trotta, and Norma Veurink.

Bibliography

1. Quadrato, C., Welch, R.W., and Albert, B.C. (2005). "Training faculty to teach civil engineering." *J. Professional Issues in Engineering Education and Practice.* April. 111-117.

2. Estes, A.C. and Ressler, S.J. (2001). "ExCEEd teaching workshop: Fulfilling a critical need." *Proc. Annual Conf. and Exposition*, Session 2215, American Society for Engineering Education, Albuquerque, NM. 4823-4829.

3. Lowman, J. (1995). *Mastering the techniques of teaching.* 2nd Ed., Jossey-Bass, San Francisco. 20-37.

4. Schriesheim, C.A. (1991). "Leadership Questionnaire." in Robins, S.P., *Managing Today*, Prentice Hall.

5. Angelo, T.A. and Cross, K. P. (1993). *Classroom Assessment Techniques*, 2nd Ed., Jossey-Bass Publishers

What Is Your Two-Dimensional Teaching Style*?

The following questions form a self-assessment of your two-dimensional teaching style. It is matched to a student version; allowing you to easily compare your results with your students' assessment of your style.

Read each item carefully. Think about how you usually behave when teaching. Then **circle the letter** that most closely describes your style. Circle only one choice for each question. Use the following key for your answers:

A = Always ≈ 90 to 100% of the time
O = Often ≈ 67% to 89% of the time
T = Try to, but not consistent ≈ 33% to 67% of the time
S = Seldom ≈ 11 to 33% of the time
N = Never ≈ 0 to 10% of the time

Questions 1 - 11	**5**	**4**	**3**	**2**	**1**
1. I enjoy teaching.	A	O	T	S	N
2. I create, communicate, and assess student's achievement of learning objectives.	A	O	T	S	N
3. I organize the material to be presented, as if I, myself, know little about it.	A	O	T	S	N
4. I am surprised that the class period has ended, because the time has passed quickly.	A	O	T	S	N
5. I explain to students how different concepts relate to each other.	A	O	T	S	N
6. I let students know how they must perform to achieve certain grades, and provide them updates on their grade status.	A	O	T	S	N
7. I refer to, and have students use, the reference materials (e.g. textbooks, articles, etc.).	A	O	T	S	N
8. I am confident about my knowledge of the course content.	A	O	T	S	N
9. I tell students what will happen during the class period.	A	O	T	S	N
10. I am enthusiastic about the course content.	A	O	T	S	N
11. I take care with how I present information (e.g. speaking clearly, writing neatly, etc.).	A	O	T	S	N
Using that A = 5, O = 4, T = 3, S = 2, and N = 1, sum up the scores from each column for questions 1 through 11, and record the subtotals.					
Sum up the sub-totals and record here.					

Questions 12 - 22	**5**	**4**	**3**	**2**	**1**
12. I believe that my students are capable of performing well.	A	O	T	S	N
13. I encourage questions from my students.	A	O	T	S	N
14. I respect my students as individuals.	A	O	T	S	N
15. I acknowledge students' learning needs and their feelings about class management (e.g. schedule, policies, etc.)	A	O	T	S	N
16. I interact with students outside of the classroom.	A	O	T	S	N
17. I encourage students to take personal responsibility (s.a. completing the assign work, being engaged, knowing the syllabus, etc.) for their learning.	A	O	T	S	N
18. I maintain regular office hours and welcome those students that do visit my office.	A	O	T	S	N
19. I give students advance notice of change and explain how it will affect them.	A	O	T	S	N
20. I get to class early.	A	O	T	S	N
21. I learn the names of the students in my class.	A	O	T	S	N
22. I care about the students' understanding of the material.	A	O	T	S	N
Using that A = 5, O = 4, T = 3, S = 2, and N = 1, sum up the scores from each column for questions 12 through 22, and record subtotals.					
Sum up the sub-totals and record here					

*This questionnaire was developed by Debra Larson, using "The Two-Dimensional Model of Effective College Teaching" by Joseph Lowman in *Mastering the Techniques of Teaching*, 2nd Ed, 1995, Jossey Bass. The form of this questionnaire followed the format used in the "Leadership Questionnaire" by C.A. Schriesheim, in S. P. Robbins, *Managing Today*, 1997, Prentice Hall.

Your Instructor's Two-Dimensional Teaching Style*?

No Names Please

Read each item carefully. Think about how your instructor usually behaves. Then **circle the letter** that most closely describes his or her style. Circle only one choice for each question. Use the following key:

A = Always ≈ 90 to 100% of the time
O = Often ≈ 67% to 89% of the time
T = Tries to, but not consistent ≈ 33% to 67% of the time
S = Seldom ≈ 11 to 33% of the time
N = Never ≈ 0 to 10% of the time

Questions 1 – 11	**5**	**4**	**3**	**2**	**1**
1. My instructor enjoys teaching.	A	O	T	S	N
2. My teacher uses learning objectives and assesses our achievement of these objectives.	A	O	T	S	N
3. My teacher organizes and presents complex material in simple and clear ways.	A	O	T	S	N
4. I am surprised that the class period has ended, because the time has passed quickly.	A	O	T	S	N
5. My teacher explains how different concepts relate to each other.	A	O	T	S	N
6. My teacher lets me know how I must perform to achieve certain grades, and provides me with updates on my grade status.	A	O	T	S	N
7. My teacher refers to, and has us use, the reference materials (e.g. textbooks, articles).	A	O	T	S	N
8. My teacher is confident about the course content.	A	O	T	S	N
9. My teacher tells us what will happen during the class period.	A	O	T	S	N
10. My teacher is enthusiastic about the course content.	A	O	T	S	N
11. My teacher takes care with how information is presented (e.g. speaks clearly, writes neatly, etc.).	A	O	T	S	N
Using that A = 5, O = 4, T = 3, S = 2, and N = 1, sum up the scores from each column for questions 1 through 11, and record the subtotals.					
Sum up the sub-totals and record here.					
Questions 12 - 22	**5**	**4**	**3**	**2**	**1**
12. My teacher believes that my fellow students and I are capable of performing well.	A	O	T	S	N
13. My teacher encourages questions from us.	A	O	T	S	N
14. My teacher respects students as individuals.	A	O	T	S	N
15. My teacher acknowledges our learning needs and our feelings about class management (e.g. schedule, policies, etc.)	A	O	T	S	N
16. My teacher interacts with students outside of the classroom.	A	O	T	S	N
17. My teacher encourages us to take personal responsibility (s.a. completing the assign work, being engaged, knowing the syllabus, etc.) for our learning.	A	O	T	S	N
18. My teacher maintains regular office hours and welcomes us when we do visit.	A	O	T	S	N
19. My teacher gives advance notice of change and explains how it will affect us.	A	O	T	S	N
20. My teacher gets to class early.	A	O	T	S	N
21. My teacher makes an effort to learn the names of the students in my class.	A	O	T	S	N
22. My teachers cares about our understanding of the material.	A	O	T	S	N
Using that A = 5, O = 4, T = 3, S = 2, and N = 1, sum up the scores from each column for questions 12 through 22, and record subtotals.					
Sum up the sub-totals and record here					

*This questionnaire was developed by Debra Larson, using "The Two-Dimensional Model of Effective College Teaching" by Joseph Lowman in *Mastering the Techniques of Teaching*, 2nd Ed, 1995, Jossey Bass. The form of this questionnaire followed the format used in the "Leadership Questionnaire" by C.A. Schriesheim, in S. P. Robbins, *Managing Today*, 1997, Prentice Hall.