Teaching Style Survey

(Grasha-Riechmann)

The following is a Grasha-Riechmann teaching style survey. Respond to each of the items below in terms of how you teach.

If you teach some courses differently than others, respond in terms only of one specific course. Fill out another survey for the course(s) that you teach in a different style.

Try to answer as honestly and as objectively as you can.

Resist the temptation to respond as you believe you should or ought to think or behave, or in terms of what you believe is the expected or proper thing to do.

Respond to questions below by using the following rating scale:

1 = strongly disagree | 2 = moderately disagree | 3 = undecided | 4 = moderately agree | 5 = strongly agree

1	Facts concents and minerales are the most important	Response:	1 = strongly disagree
1.	Facts, concepts, and principles are the most important things that students should acquire.	4	2 = moderately
2.	I set high standards for students in this class	Response: 5	disagree 3 = undecided
3.	What I say and do models appropriate ways for students to think about issues in the content.	Response: 5	4 = moderately agree
4.	My teaching goals and methods address a variety of student learning styles.	Response: 5	5 = strongly agree
5.	Students typically work on course projects alone with little supervision from me.	Response:	
6.	Sharing my knowledge and expertise with students is very important to me.	Response: 5	
7.	I give students negative feedback when their performance is unsatisfactory.	Response:	1 = strongly disagree
8.	Activities in this class encourage students to develop their own ideas about content issues.	Response:	2 = moderately disagree
9.	I spend time consulting with students on how to improve their work on individual and/or group projects.	Response:	3 = undecided
10.	Activities in this class encourage students to develop their	Response:	4 = moderately agree

	own ideas about content issues.	4	5 = strongly agree
11.	What I have to say about a topic is important for students to acquire a broader perspective on the issues in that area.	Response:	
12.	Students would describe my standards and expectations as somewhat strict and rigid.	Response:	
13.	I typically show students how and what to do in order to master course content.	Response:	1 = strongly disagree 2 = moderately
14.	Small group discussions are employed to help students develop their ability to think critically.	Response: 5	disagree
15.	Students design one of more self-directed learning experiences.	Response:	3 = undecided 4 = moderately agree
16.	I want students to leave this course well prepared for further work in this area.	Response: 5	5 = strongly agree
17.	It is my responsibility to define what students must learn and how they should learn it.	Response: 5	
18.	Examples from my personal experiences often are used to illustate points about the material.	Response:	
19.	I guide students' work on course projects by asking questions, exploring options, and suggesting alternative ways to do things.	Response:	
20.	Developing the ability of students to think and work independently is an important goal.	Response: 5	

1 = strongly disagree | 2 = moderately disagree | 3 = undecided | 4 = moderately agree | 5 = strongly agree

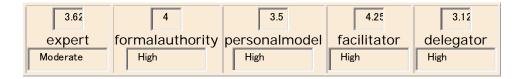
21. Lecturing is a significant part of how I teach each of the class sessions.	Response:	1 = strongly disagree
22. I provide very clear guidelines for how I want tasks completed in this course.	Response:	2 = moderately disagree
23. I often show students how they can use various principles and concepts.	Response:	3 = undecided 4 = moderately
24. Course activities encourage students to take initiative and responsibility for their learning.	Response: 5	agree 5 = strongly agree
25. Students take responsibility for teaching part of the class sessions.	Response:	5 – Strongly agree

26.	My expertise is typically used to resolve disagreements about content issues.	Response:	
27.	This course has very specific goals and objectives that I want to accomplish.	Response:	1 = strongly
28.	Students receive frequent verbal and/or written comments on their performance.	Response:	disagree 2 = moderately
29.	I solicit student advice about how and what to teach in this course.	Response:	disagree 3 = undecided 4 = moderately
30.	Students set their own pace for completing independent and/or group projects.	Response:	
31.	Students might describe me as a "storehouse of knowledge" who dispenses the fact, principles, and concepts they need.	Response:	agree 5 = strongly agree
32.	My expectations for what I want students to do in this class are clearly defined in the syllabus.	Response: 5	
33.	Eventually, many students begin to think like me about course content.	Response:	
34.	Students can make choices among activities in order to complete course requirements.	Response:	1 = strongly disagree
35.	My approach to teaching is similar to a manager of a work group who delegates tasks and responsibilities to subordinates.	Response:	2 = moderately disagree
36.	There is more material in this course than I have time available to cover it.	Response: 5	3 = undecided
37.	My standards and expectations help students develop the discipline the need to learn.	Response:	4 = moderately agree
38.	Students might describe me as a "coach" who works closely with someone to correct problems in how they think and behave.	Response:	5 = strongly agree
39.	I give students a lot of personal support and encouragement to do well in this course.	Response: 4	
40.	I assume the role of a resource person who is available to students whenever they need help.	Response:	

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Click "Score Survey " and your results will appear below.

The results of your teaching style survey are as follows:



Please provide the following information.

Discipline:

Education

Level of Course:

Junior

A	Academic Rank: Race:
l	Professor African American
C	Gender:
	If you are filling out this survey more than once,
	because you teach some courses differently than
	others, provide the following identifying information:
	Please invent a 6-digit number and enter that same
	number on each of your multiple surveys. Don't use
	the date.
	the date.
	OR
	Put your name here:
	That will make it possible for me to discuss with you whether the results seem meaningful.

After you have provided the requested information and made a record of your scores,