

# Results from Teaching Style Survey

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**Faculty Survey Description.** Grasha’s Teaching Style Inventory (TSI) and an in-house Teaching Survey were administered to [name withheld] University’s faculty during Quintile 5 of Fall 2008. Thirty-four surveys were returned with 29 completed TSI for scoring. Grasha’s TSI was intended to establish a baseline of teaching styles of Stratford faculty while the in-house Teaching Style Survey was intended to reveal faculty perceptions of online and stand-up instruction and characteristics for student success.

**TSI Background.** Anthony Grasha’s Teaching Style Inventory (TSI) identifies five basic teaching styles (Expert, Authority, Personal Model, Facilitator, Delegator) on a single dimension of teacher vs. student oriented, i.e., 'Expert' being totally teacher oriented, and 'Delegator' being totally student oriented. Table 1 – Grasha’s TSI Score Norms depicts levels of strength (low, moderate, high) in each of the five categories of teaching style.

Table 1 Grasha’s TSI Score Norms					
Preference	Expert	Formal Authority	Personal Model	Facilitator	Delegator
Low	1.0 – 3.2	1.0 – 4.0	1.0 – 4.3	1.0 – 3.7	1.0 – 2.6
Moderate	3.3 – 4.8	4.1 – 5.4	4.4 – 5.7	3.8 – 5.3	2.7 – 4.2
High	4.9 – 7.0	5.5 – 7.0	5.8 – 7.0	5.4 – 7.0	4.3 – 7.0

**Analysis.** As depicted in Table 2 – Results from Grasha’s TSI, the average scores are relatively high across all categories of teaching style. The relatively narrow standard deviations (Std Dev) further suggest that the high mean scores are typical of all the teachers who responded with only a few significant differences.

Table 2 Results from Grasha’s TSI Stratford University, Quintile 5, 2008 N = 29					
	Expert	Formal Authority	Personal Model	Facilitator	Delegator
Average	5.9	5.8	5.9	6.0	5.7
Std Dev	0.6	0.7	0.5	0.6	0.7

**Interpretation.** There is no 'correct' type as students respond differently to different teacher personalities and subject matter contexts. It is important to note that there should be no goal to achieve high scores in any specific type, but to strive for congruency between a preferred teaching style and the student’s learning style.

**Teaching Style Survey Results.** A summary of results from the in-house Learning Style Survey is attached.

## RESULTS OF TEACHING STYLE SURVEY, FALL 2008

### Analysis

The terms used in Q2 - Q6 are the terms Anthony Grasha's has identified as his five basic teaching styles on a single dimension of teacher vs student oriented, i.e., 'Expert' being totally teacher oriented, and 'Delegator' being totally student oriented. There is no 'correct' type as students respond differently to different teacher personalities and subject matter contexts.

### Averages

Questions 2 - 6: "How important do you feel each characteristic is for you as a teacher?" (scale 6 = very . . . 1 = not)

Q2 - 'Expert' = 5.5

Q3 - 'Authority' = 5.5 (strongest)

Q4 - 'Personal Model' = 5.5

Q5 - 'Facilitation skills' = 5.6

Q6 - 'Delegator' = 5.0

Interpretation ~ Respondents seemed to feel all five skills were critical.

Questions 7 - 9: "How important do you feel each characteristic is for your students to learning?:" (scale 6 = very . . . 1 = not)

Q7 - 'Self-discipline' = 5.7

Q8 - 'Autonomy' = 5.1

Q9 - "Self-motivation" = 5.6

Interpretation ~ Respondents seemed to feel all three characteristics were important.

Questions 10 - 14: "How important is each of the following motivations to you as a teacher?:" (scale 6 = very . . . 1 = not)

Q10 - 'Personal contact with students' = 5.6 (strongest)

Q11 - 'Real time/instant feedback' = 5.4

Q13 - 'Center of attention' = 3.7 (weakest)

Q14 - 'Direct control of class' = 4.7

Interpretation ~ Respondents do not seem to feel being the center of attention is important, but do seem to want the interaction with students.

### Strength of agreement

Q15 - 'I enjoy teaching online' = 4.5

Q16 - "I enjoy teaching stand-up" = 5.8

Q17 - "The role of the teacher is critical to student learning online" = 4.6

Q18 - "The role of the teacher is critical to student learning in stand-up" = 5.6

Interpretation ~ Respondents tend to enjoy stand-up significantly more than online and also tend to think the teacher not very critical in online teaching.

NAME (optional, only if you want to learn the results of your Survey) \_\_\_\_\_

(Developed by Miles M. Hamb)

## Teaching Survey

To assist us in improving our teaching delivery, please complete the following survey and return it to the Dean of the Graduate School. Your responses are anonymous and information will be confidential.

(1) How much experience do you have as a teacher or trainer?	Great Deal	5	4	3	2	1	Not Much
<i>How important do you feel each characteristic is for you as a teacher:</i>							
(2) Content Expertise	Very Important	6	5	4	3	2	Not important 1
(3) Authority		6	5	4	3	2	1
(4) Personal Example		6	5	4	3	2	1
(5) Facilitation Skills		6	5	4	3	2	1
(6) Delegating Ability		6	5	4	3	2	1
<i>How important do you feel each characteristic is for your students to learning:</i>							
(7) Self-discipline	Very Important	6	5	4	3	2	Not important 1
(8) Autonomy		6	5	4	3	2	1
(9) Self-motivation		6	5	4	3	2	1
<i>How important is each of the following motivations to you as a teacher:</i>							
(10) Personal contact with students	Very Important	6	5	4	3	2	Not important 1
(11) Real time/instant feedback		6	5	4	3	2	1
(12) Poor internet/computer skills		6	5	4	3	2	1
(13) Center of attention		6	5	4	3	2	1
(14) Direct control of class		6	5	4	3	2	1
<i>Please indicate the strength to which you agree or disagree with the following statements:</i>							
(15) I enjoy teaching online.	Strongly Agree	6	5	4	3	2	Strongly Disagree 1
(16) I enjoy teaching stand-up.		6	5	4	3	2	1
(17) The role of the teacher is critical to student learning <u>online</u> .		6	5	4	3	2	1
(18) The role of the teacher is critical to student learning in <u>stand-up</u> .		6	5	4	3	2	1
(19) Please indicate your primary professional status.	TEACHER	OTHER (write in) _____					
(20) Please indicate your age.	(write in ) _____						
(21) Please indicate your gender.	MALE	FEMALE					
(22) Please indicate your country of origin.	US	Other _____					