

Teaching Perspectives Inventory

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This inventory will help you identify the actions, intentions, and beliefs that make up your perspective on teaching or facilitating learning. While you may not see yourself as a teacher, you may have educational responsibilities that involve the teaching or instruction of others. As you consider the following statements, think of a situation in which you usually have some educational or instructional responsibility.

ACTIONS - What do you do when instructing or teaching?

For each statement circle the letter code that best represents how OFTEN you do that action when teaching or instructing someone.

N R S U A

- | | | | | | |
|--|---|---|---|---|---|
| 1. I cover the required content accurately and in the allotted time. | N | R | S | U | A |
| 2. I put my subject within a context of practice or application. | N | R | S | U | A |
| 3. I ask a lot of questions while teaching. | N | R | S | U | A |
| 4. I find something to compliment in everyone's work or contribution. | N | R | S | U | A |
| 5. I use the course content as a way to teach about higher ideals. | N | R | S | U | A |
| 6. I follow the syllabus and course objectives carefully. | N | R | S | U | A |
| 7. I model the skills and methods of good practice. | N | R | S | U | A |
| 8. I challenge people's understanding of the content. | N | R | S | U | A |
| 9. I encourage expressions of feeling and emotion. | N | R | S | U | A |
| 10. I emphasize values more than knowledge in my teaching. | N | R | S | U | A |
| 11. I make it very clear to people what they are to learn. | N | R | S | U | A |
| 12. I arrange it so that novices can learn from more experienced people. | N | R | S | U | A |
| 13. I encourage people to challenge each others' thinking. | N | R | S | U | A |
| 14. I share my own feelings and expect my learners to do the same. | N | R | S | U | A |
| 15. I help people see the need for changes in society. | N | R | S | U | A |

Please go on to the next page.

INTENTIONS - What do you try to accomplish in your instruction or teaching?

For each of the following, circle the letter code that best represents how OFTEN you try to accomplish that intention when instructing or teaching someone.

Never Rarely Sometimes Usually Always

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|--|---|---|---|---|---|
| 16. My job is to present content and to prepare people for examinations. | N | R | S | U | A |
| 17. My job is to demonstrate how to perform or work in real situations. | N | R | S | U | A |
| 18. My job is to help people develop more complex ways of reasoning. | N | R | S | U | A |
| 19. My job is to build people's self-confidence and self-esteem as learners. | N | R | S | U | A |
| 20. My job is to challenge people to seriously reconsider their values. | N | R | S | U | A |
| 21. I expect people to master a lot of information related to the subject. | N | R | S | U | A |
| 22. I expect people to know how to apply my subject in real settings. | N | R | S | U | A |
| 23. I expect people to construct new expressions of the content or subject. | N | R | S | U | A |
| 24. I expect people to enhance their self-esteem through my teaching. | N | R | S | U | A |
| 25. I expect people to be committed to changing our society. | N | R | S | U | A |
| 26. I want people to score well on examinations as a result of my teaching. | N | R | S | U | A |
| 27. I want people to understand the realities of working in the real world. | N | R | S | U | A |
| 28. I want people to see how complex and inter-related things really are. | N | R | S | U | A |
| 29. I want to provide a balance between caring and challenging as I teach. | N | R | S | U | A |
| 30. I want to make apparent what people take for granted about society. | N | R | S | U | A |

Please go on to the next page.

BELIEFS - What do you believe about instructing or teaching?

For each statement circle the letter code that best represents your Agreement or Disagreement.

Strongly Disagree Neutral Agree Strongly
Disagree

- | | |
|--|---------------------|
| 31. Learning is enhanced by having predetermined objectives. | SD D N A SA |
| 32. To be an effective teacher, one must be an effective practitioner. | SD D N A SA |
| 33. Most of all, learning depends on what one already knows. | SD D N A SA |
| 34. It's important that I acknowledge learners' emotional reactions. | SD D N A SA |
| 35. My teaching focuses on societal change, not the individual learner. | SD D N A SA |
| 36. Good teaching is like an artistic performance of one's subject matter. | SD D N A SA |
| 37. The best learning comes from working alongside good practitioners. | SD D N A SA |
| 38. Teaching should focus on developing qualitative changes in thinking. | SD D N A SA |
| 39. In my teaching, building self-confidence in learners is a priority. | SD D N A SA |
| 40. Individual learning without social change is not enough. | SD D N A SA |
| 41. Effective teachers must first be experts in their own subject areas. | SD D N A SA |
| 42. Knowledge and its application cannot be separated. | SD D N A SA |
| 43. Teaching should build upon what people already know. | SD D N A SA |
| 44. Prior success at learning is the most important key to new learning. | SD D N A SA |
| 45. For me, teaching is a moral act as much as an intellectual activity. | SD D N A SA |

Please go on to the next page.

RESPONSIBILITY - What is your primary educational or teaching responsibility?

Please rank order these five statements of responsibility using (1) as your first and most important responsibility and (5) as your fifth or least important responsibility in teaching.

- Put a number (1, 2, 3, 4, or 5) on the line in front of each statement.
- Use each number only once.
- Remember to use (1) for your MOST important responsibility and (5) for the LEAST important.

My primary educational or instructional responsibility is to:	Rank
46. Present my content as effectively and efficiently as possible.	_____
47. Demonstrate how to use my content or apply it in real situations.	_____
48. Improve people's thinking in my content area.	_____
49. Build people's self-confidence in relation to my content.	_____
50. Challenge people's values in relation to my content area.	_____

51. *Approximately how many years have you been instructing, educating, or teaching?* _____
52. *What kind of information or subject(s) have you taught?* _____
53. *What instructional content did you have in mind when completing this inventory?* _____
54. *What learners did you have in mind when completing this inventory?* _____
55. *Approximately what percentage of your normal work routine involve instructing others?* _____
56. *Check the category(s) that describes most of your learners:*
children: _____ young adults: _____
adolescents: _____ middle-age adults: _____ older adults: _____
57. *What is your gender? Female:* _____ *Male:* _____

More information about the research behind this scale, and perspectives on teaching, can be found in **Five perspectives on Teaching in Adult and Higher Education**, by D.D. Pratt and Associates, Malabar, FL: Krieger Publishing. If you would like to contact the author directly you can send a message to: [dan.pratt@ubc.ca].