

Perspectives on Teaching and Learning

Please indicate on a scale from 1-6 where YOU stand on the continuum between the value statement on the left and the value statement on the right (i.e. your beliefs).

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| 1) If the student doesn't learn, it is the instructor's fault. | 1 2 3 4 5 6 | If the student doesn't learn, it is his/her/their own fault. |
| 2) It is the instructor's responsibility to outline the paths to follow. | 1 2 3 4 5 6 | It is the (graduate) student's responsibility to find his/her/their own path. |
| 3) Knowledge is transmitted from the instructor. | 1 2 3 4 5 6 | Knowledge is discovered by the student. |
| 4) Students should take charge of their own learning and speak up spontaneously in class or in group meetings. | 1 2 3 4 5 6 | Students should speak up in class or in a meeting only when invited by the instructor. |
| 5) Students should state their ideas quickly and confidently. | 1 2 3 4 5 6 | Students should be given some time and space to think before speaking. |
| 6) Students should not disagree or correct the instructor in public. | 1 2 3 4 5 6 | Students are encouraged to challenge the instructor and point out mistakes. |
| 7) Giving explicit instructions to students minimizes misunderstandings. | 1 2 3 4 5 6 | Explicit instructions demean students' intelligence and creativity. |

X Next, notice the hooks and triggers. Put an X next to the statements or behaviours you encounter that you find particularly challenging.

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