

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

	master course content.	<input type="text"/>	
14.	Small group discussions are employed to help students develop their ability to think critically.	Response: <input type="text"/>	
15.	Students design one of more self-directed learning experiences.	Response: <input type="text"/>	1 = strongly disagree
16.	I want students to leave this course well prepared for further work in this area.	Response: <input type="text"/>	2 = moderately disagree
17.	It is my responsibility to define what students must learn and how they should learn it.	Response: <input type="text"/>	3 = undecided
18.	Examples from my personal experiences often are used to illustrate points about the material.	Response: <input type="text"/>	4 = moderately agree
19.	I guide students' work on course projects by asking questions, exploring options, and suggesting alternative ways to do things.	Response: <input type="text"/>	5 = strongly agree
20.	Developing the ability of students to think and work independently is an important goal.	Response: <input type="text"/>	

**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: <input type="text"/>	
22.	I provide very clear guidelines for how I want tasks completed in this course.	Response: <input type="text"/>	1 = strongly disagree
23.	I often show students how they can use various principles and concepts.	Response: <input type="text"/>	2 = moderately disagree
24.	Course activities encourage students to take initiative and responsibility for their learning.	Response: <input type="text"/>	3 = undecided
25.	Students take responsibility for teaching part of the class sessions.	Response: <input type="text"/>	4 = moderately agree
26.	My expertise is typically used to resolve disagreements about content issues.	Response: <input type="text"/>	5 = strongly agree
27.	This course has very specific goals and objectives that I want to accomplish.	Response: <input type="text"/>	
28.	Students receive frequent verbal and/or written comments on their performance.	Response: <input type="text"/>	
29.	I solicit student advice about how and what to teach in this course.	Response: <input type="text"/>	1 = strongly disagree
30.	Students set their own pace for completing independent and/or group projects.	Response: <input type="text"/>	2 = moderately disagree
31.	Students might describe me as a "storehouse of knowledge" who dispenses the fact, principles, and concepts they need.	Response: <input type="text"/>	3 = undecided
32.	My expectations for what I want students to do in this	Response: <input type="text"/>	4 = moderately

	class are clearly defined in the syllabus.	<input type="text"/>	agree
33.	Eventually, many students begin to think like me about course content.	Response: <input type="text"/>	5 = strongly agree
34.	Students can make choices among activities in order to complete course requirements.	Response: <input type="text"/>	
35.	My approach to teaching is similar to a manager of a work group who delegates tasks and responsibilities to subordinates.	Response: <input type="text"/>	1 = strongly disagree
36.	There is more material in this course than I have time available to cover it.	Response: <input type="text"/>	2 = moderately disagree
37.	My standards and expectations help students develop the discipline the need to learn.	Response: <input type="text"/>	3 = undecided
38.	Students might describe me as a "coach" who works closely with someone to correct problems in how they think and behave.	Response: <input type="text"/>	4 = moderately agree
39.	I give students a lot of personal support and encouragement to do well in this course.	Response: <input type="text"/>	5 = strongly agree
40.	I assume the role of a resource person who is available to students whenever they need help.	Response: <input type="text"/>	

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

[Score Survey](#)

The results of your teaching style survey are as follows:

<input type="text"/> expert	<input type="text"/> formalauthority	<input type="text"/> personalmodel	<input type="text"/> facilitator	<input type="text"/> delegator
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Please provide the following information.

Discipline: Level of Course:

Academic Rank: Race:

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.

Using the scores above, populate the table. Add each column individually for your scores in the domain areas.

	Expert	Authority	Delegator	Personal Model	Facilitator
	1 =	2=	3=	4=	5=
	6=	7=	8=	9=	10=
	11=	12=	13=	14=	15=
	16=	17=	18=	19=	20=
	21=	22=	23=	24=	25=
	26=	27=	28=	29=	30=
	31=	32=	33=	34=	35=
	36=	37=	38=	39=	40=
Score					