

Instructor Assessment of Instructional Preferences

Class: _____

Strategy	Always/ Almost Always	Frequently	Rarely	Never/ Almost Never
Classroom Time:				
I lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide outline/handouts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use audio/visual images	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I write on the board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I stand in one general place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I move around the room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask questions during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I require individual presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I require group presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I require manipulation of materials or equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I demonstrate (use demonstrations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I require field trips or other community access outside the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I require small group discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I require large group discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect class interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I require students to utilize textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I require students to view visual displays/ computer monitors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use a microphone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating:				
I test with multiple choice and T/F questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I test with short answer items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I test with essays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I test with performance checkouts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I limit time for test completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I require test completion by computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homework:				
I require reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I require writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I require campus or community access (tech. lab, library, observation, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I require computer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructor Assessment of Instructional Preferences

Purpose:

The purpose of completing the Instructor Assessment of Instructional Preferences is to determine which methods you use most frequently when teaching. In turn, this information can be used by support service professionals, counselors, students, and yourself to describe for students the courses' learning environments. Some instructors might also find this assessment helpful for reflecting on their instructional preferences and their suitability to the classroom, the students' characteristics and the content. For example, instructors who move around a classroom quite a bit are sometimes surprised to learn from students who are hard of hearing and rely on lip-reading how their movement adds an unintentional burden to the student.

Directions:

In reflecting on your overall plan for teaching the course this term, please indicate the extent to which you used the various methods listed on the assessment. Think of the entire class experience-classroom time, evaluations, and homework, and select the one response that best states the frequency with which you employ the teaching method.

Return to: _____

Please return by: _____
(Date)

**This document is available in alternate formats upon request. Please contact the
Division of Adult Studies for more information.**

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