

Grasha-Riechmann Teaching Style Survey©

The following is the response by Dr.Suneel Sethi to Grasha-Riechmann Teaching Style Survey© and the result (Scores) thereof:

1 = strongly disagree | 2 = moderately disagree | 3 = undecided | 4 = moderately agree
| 5 = strongly agree

SURVEY

1.	Facts, concepts, and principles are the most important things that students should acquire.	5
2.	I set high standards for students in this class..	5
3.	What I say and do models appropriate ways for students to think about issues in the content.	4
4.	My teaching goals and methods address a variety of student learning styles.	5
5.	Students typically work on course projects alone with little supervision from me.	4
6.	Sharing my knowledge and expertise with students is very important to me.	5
7.	I give students negative feedback when their performance is unsatisfactory.	2
8.	Activities in this class encourage students to develop their own ideas about content issues.	3
9.	I spend time consulting with students on how to improve their work on individual and/or group projects.	4
10.	Activities in this class encourage students to develop their own ideas about content issues.	3
11.	What I have to say about a topic is important for students to acquire a broader perspective on the issues in that area.	5
12.	Students would describe my standards and expectations as somewhat strict and rigid.	2
13.	I typically show students how and what to do in order to master course content.	4
14.	Small group discussions are employed to help students develop their ability to think critically.	5
15.	Students design one of more self-directed learning experiences.	4
16.	I want students to leave this course well prepared for further work in this area.	4
17.	It is my responsibility to define what students must learn and how they should learn it.	4
18.	Examples from my personal experiences often are used to illustrate points about the material.	4
19.	I guide students' work on course projects by asking questions, exploring options, and suggesting alternative ways to do things.	5
20.	Developing the ability of students to think and work independently is an important goal.	5
21.	Lecturing is a significant part of how I teach each of the class sessions.	5
22.	I provide very clear guidelines for how I want tasks completed in this course.	5
23.	I often show students how they can use various principles and concepts.	5
24.	Course activities encourage students to take initiative and responsibility for their learning.	5
25.	Students take responsibility for teaching part of the class sessions.	2
26.	My expertise is typically used to resolve disagreements about content issues.	4
27.	This course has very specific goals and objectives that I want to accomplish.	3
28.	Students receive frequent verbal and/or written comments on their performance.	4

29.	I solicit student advice about how and what to teach in this course.	3
30.	Students set their own pace for completing independent and/or group projects.	2
31.	Students might describe me as a "storehouse of knowledge" who dispenses the fact, principles, and concepts they need.	3
32.	My expectations for what I want students to do in this class are clearly defined in the syllabus.	4
33.	Eventually, many students begin to think like me about course content.	3
34.	Students can make choices among activities in order to complete course requirements.	2
35.	My approach to teaching is similar to a manager of a work group who delegates tasks and responsibilities to subordinates.	2
36.	There is more material in this course than I have time available to cover it.	1
37.	My standards and expectations help students develop the discipline the need to learn.	4
38.	Students might describe me as a "coach" who works closely with someone to correct problems in how they think and behave.	4
39.	I give students a lot of personal support and encouragement to do well in this course.	5
40.	I assume the role of a resource person who is available to students whenever they need help.	4

The results of Dr.Suneel Sethi's Teaching Style Survey are as follows:

Expert	4	HIGH
Formal Authority	3.625	HIGH
Personal Model	4	HIGH
Facilitator	4.125	HIGH
Delegator	3.25	HIGH

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