

Teaching Style Inventory (Mariani, 2010)

		Always or nearly always	Often	Some times	Rarely or never
1	I use written texts and documents.				
2	I activate students' background knowledge and build in context before presenting new concepts.				
3	I propose a structured project or study plan.				
4	I provide individualised assistance when appropriate.				
5	I use visual aids (e.g. blackboard, illustrations, charts, graphs, concept maps, outlines, graphic organisers).				
6	I emphasise and clarify ideas through gesture, facial expression and dramatisation.				
7	I approach a topic in a careful, graded, "step by step" manner.				
8	I use oral explanations and ask students to repeat or paraphrase.				
9	I propose a global project or study plan and let students free to organise the steps or details.				
10	I use pair- and small group-work.				
11	I give written instructions.				
12	I use audio recordings.				
13	I set the context for a new topic with "open", rather general questions.				
14	I make explicit the goal of each step of an activity.				
15	I involve students in class discussions to elicit different viewpoints.				
16	I use video recordings.				
17	I engage students in active learning and direct experience and experimentation.				

18	I ask students to make an in-depth study of an item which reflects a more general problem.				
19	I use textbooks in a systematic way, following them as closely as possible.				
20	I allow students time for personal reflection and elaboration.				
21	I let students discover and discuss the goals of an activity after they have finished it.				
22	I ask students to focus on contrasts and differences.				
23	I allow students time to take notes or summarise information in writing.				
24	I let students use individual worksheets, handouts, etc.				
25	I ask students to focus on similarities and analogies.				
26	I ask students to work for a considerable period of time on the same objective and with the same materials or method.				
27	I get students to work in short sessions with a variety of methods, materials or objectives.				
28	I encourage students to negotiate and cooperate with me and their classmates.				
29	I let students use a variety of resources in addition to textbooks.				
30	I give concrete examples to help students visualize new concepts.				
31	I ask students to collect all necessary information before starting work on a task.				
32	I test students regularly on small portions of subject matter.				
33	I encourage students to consider facts and give objective judgements.				
34	I ask students to make posters, cartoons, etc.				
35	I get students to start working right away and look for any necessary information while they are doing the task.				
36	I try to make students recall personal experiences and stimulate their reactions.				
37	I encourage students to transfer their knowledge and skills across disciplines.				

38	I use tests which focus on global results.				
39	I use tasks which imply physical movement				
40	I ask students to make or complete cards, tables, etc.				
41	I give oral instructions.				
42	I use project work.				
43	I delay students' response so that they can elaborate the new information in personal ways.				
44	I help students explore and develop information through class discussions.				
45	I ask students to examine logical cause/effects relationships.				
46	I ask students to do an exercise just after an explanation in order to help them structure the basic elements of the information.				