

# ONLINE ACCREDITATION SYSTEM

Erasmus + **TILL: a European Qualification of Teacher Competences  
for Lifelong Learning**

Developed by the Unimore Team coordinated by Alessia Cadamuro

## **Development of Intellectual Output 2:**

The TILL qualification will be designed and implemented in full compliance with the principles of transparency of learning outcomes, so to allow recognition and validation of pre-existing competences of candidate teachers.

The system will consist of an online platform in which teachers who intend to have their competences –related to the TILL Qualification- recognised will be allowed to upload their evidence of performance in a pre-defined format including both structured and open (e-Portfolio) sections.

This database will be the core of the TILL European qualification system.

Evaluation instruments will be implemented for each area of competence.



## SELF-REGULATION

Brown (1998, p. 62) defines self-regulation as one's "capacity to plan, guide and monitor one's behavior flexibly in the face of changing circumstances".

Brown, Miller, and Lawendowski (1999) designed the Self-Regulation Questionnaire (SRQ), composed of 63 items, to assess the seven dimensions of self-regulation proposed by Miller and Brown (1991)

Each dimension is composed of 9 items, making up a total of 63 items scored on a Likert-type scale from 1 to 5 (1 = strongly disagree and 5 = strongly agree).

## Dimensions:

- ❖ informational input;
- ❖ self-monitoring current progress toward a personal goal;
- ❖ motivation for change;
- ❖ commitment to reach the change goal;
- ❖ development of a plan to reach the personal goal;
- ❖ work according to the plan;
- ❖ re-evaluation of the plan.

## Self-Regulation Questionnaire (SRQ)

1. I usually keep track of my progress toward my goals.
2. My behavior is not that different from other people's.
3. Others tell me that I keep on with things too long.
4. I doubt I could change even if I wanted to.
5. I have trouble making up my mind about things.
6. I get easily distracted from my plans.
7. I reward myself for progress toward my goals.
8. I don't notice the effects of my actions until it's too late.
9. My behavior is similar to that of my friends.
10. It's hard for me to see anything helpful about changing my ways.
11. I am able to accomplish goals I set for myself.
12. I put off making decisions.
13. I have so many plans that it's hard for me to focus on any one of them.
14. I change the way I do things when I see a problem with how things are going.
15. It's hard for me to notice when I've Had enough@ (alcohol, food, sweets).
16. I think a lot about what other people think of me.
17. I am willing to consider other ways of doing things.
18. If I wanted to change, I am confident that I could do it.
19. When it comes to deciding about a change, I feel overwhelmed by the choices.
20. I have trouble following through with things once I've made up my mind to do something.

21. I don't seem to learn from my mistakes.
22. I'm usually careful not to overdo it when working, eating, drinking.
23. I tend to compare myself with other people.
24. I enjoy a routine, and like things to stay the same.
25. I have sought out advice or information about changing.
26. I can come up with lots of ways to change, but it's hard for me to decide which one to use.
27. I can stick to a plan that's working well.
28. I usually only have to make a mistake one time in order to learn from it.
29. I don't learn well from punishment.
30. I have personal standards, and try to live up to them.
31. I am set in my ways.
32. As soon as I see a problem or challenge, I start looking for possible solutions.
33. I have a hard time setting goals for myself.
34. I have a lot of willpower.
35. When I'm trying to change something, I pay a lot of attention to how I'm doing.
36. I usually judge what I'm doing by the consequences of my actions.
37. I don't care if I'm different from most people.
38. As soon as I see things aren't going right I want to do something about it.
39. There is usually more than one way to accomplish something.
40. I have trouble making plans to help me reach my goals.
41. I am able to resist temptation.
42. I set goals for myself and keep track of my progress.
43. Most of the time I don't pay attention to what I'm doing.
44. I try to be like people around me.



45. I tend to keep doing the same thing, even when it doesn't work.

46. I can usually find several different possibilities when I want to change something.

47. Once I have a goal, I can usually plan how to reach it.

48. I have rules that I stick by no matter what.

49. If I make a resolution to change something, I pay a lot of attention to how I'm doing.

50. Often I don't notice what I'm doing until someone calls it to my attention.

51. I think a lot about how I'm doing.

52. Usually I see the need to change before others do.

53. I'm good at finding different ways to get what I want.

54. I usually think before I act.

55. Little problems or distractions throw me off course.

56. I feel bad when I don't meet my goals.

57. I learn from my mistakes.

58. I know how I want to be.

59. It bothers me when things aren't the way I want them.

60. I call in others for help when I need it.

61. Before making a decision, I consider what is likely to happen if I do one thing or another.

62. I give up quickly.

63. I usually decide to change and hope for the best.

Scales designed for assessing metacognition.

Study	Scale
Balcikanli, 2011	Metacognitive Awareness Inventory for Teachers
Chen, Gualberto, & Tameta, 2009	Metacognitive Reading Awareness Inventory
Meijer, Veenman, & van Hout-Wolters, 2006	Taxonomy of Metacognitive Activities
Mokhtari & Reichard, 2002	Metacognitive Awareness of Reading Strategies Inventory
O'Neil & Abedi, 1996	State Metacognitive Inventory
Pereira-Laird & Deane, 1997	Reading Strategy Use
Schmitt, 1990	Metacomprehension Strategy Index
Schraw & Dennison, 1994	Metacognitive Awareness Inventory
Sperling, Howard, Miller, & Murphy, 2002	Junior Metacognitive Awareness Inventory
Taasobshirazi & Farley, 2013	Physics Metacognition Inventory
Weinstein & Palmer, 2002	Learning and Study Strategies Inventory
Yildiz, Akpinar, Tatar, & Ergin, 2009	Metacognition Scale

The metacognitions questionnaire is a self-report scale assessing different dimensions of metacognitive beliefs (beliefs about thinking).

There are 2 versions of the metacognitions questionnaire.

① The Metacognitions questionnaire (MCQ) first developed by Sam Cartwright-Hatton and Adrian Wells (1997), consist of 65 items and has a five-factor structure.

Responses are required on a four-point scale ranging from 1 (do not agree) to 4 (agree very much), high scores reflect more reported problems with the item in question.



## Factors:

- ❖ meta-cognitive efficiency;
- ❖ positive worry beliefs;
- ❖ beliefs about uncontrollability and danger of worry;
- ❖ general negative beliefs;
- ❖ cognitive self-consciousness.

2 The Metacognitions questionnaire 30 (MCQ-30; Wells & Cartwright-Hatton, 2004) is a 30-item version of the MCQ consisting of the same five-factor structure, but the subcategories were renamed:

- ❖ positive beliefs about worry;
- ❖ negative beliefs about the controllability of thoughts and corresponding danger;
- ❖ cognitive confidence;
- ❖ negative beliefs about thoughts in general/need to control thoughts;
- ❖ cognitive self-consciousness. MCQ-30 uses the same four-point scale as MCQ.

No.	Paraphrased item content	GF	POS	NEG	CC	NC	CSC
1	Worrying helps avoid future problems	.56	.55				
7	Need to worry to remain organized	.70	.52				
10	Worrying helps get things sorted out	.67	.57				
19	Worrying helps me cope	.63	.60				
23	Worrying helps solve problems	.59	.65				
28	Worrying helps me work well	.69	.54				
2	My worrying is dangerous	.60		.47			
4	Worrying can make me sick	.66		.55			
9	Worrying persists even when trying to stop	.79		.46			
11	I cannot ignore my worrying thoughts	.76		.43			
15	Worrying could make me go mad	.78		.38			
21	I cannot stop worrying	.79		.46			
8	Little confidence in memory for words	.60			.58		
14	My memory can mislead me	.56			.37		
17	I have a poor memory	.40			.80		
24	Little confidence in my memory for places	.62			.64		
26	I do not trust my memory	.57			.71		
29	Lack confidence in memory for my actions	.68			.59		
6	At fault for bad outcomes related to worry	.72				.17	
13	I should control my thoughts all of the time	.50				.47	
20	Lack of control of thoughts is a weakness	.67				.41	
22	I will be punished for not controlling thoughts	.77				.22	
25	Bad to think certain thoughts	.63				.25	
27	If I could not control, would not function	.63				.30	
3	I think a lot about my thoughts	.63					.39
5	Aware of mind when thinking about problem	.21					.59
12	I monitor my thoughts	.50					.55
16	I am constantly aware of my thinking	.56					.61
18	I pay close attention to how my mind works	.30					.74
30	I constantly examine my thoughts	.62					.59

Note.  $N = 785$ . All factor loadings significant at  $p < .01$ . GF = General Factor; POS = Positive Beliefs about Worry; NEG = Negative Beliefs about Uncontrollability and Danger of Worry; CC = Cognitive Confidence; NC = Need for Control; CSC = Cognitive Self-Consciousness.

- 47 I always worry about students feel tedious in my classroom.
- 37 I am worried that I can't control the pace of classroom teaching well.
- 28 When my classroom teaching fails, I always feel anxious.
- 51 When I successfully complete the classroom teaching task, I feel very relaxing.
- 33 When I make a satisfactory teaching program, I feel unquenchable excited.
  
- 46 I clearly know demonstration can make the abstract knowledge concrete.
- 49 I know exactly catechetic method can inspire students to think.
- 45 I know that group discussion do not apply to the case when time is short for teaching.
- 48 I know very well that interact with students can make them concentrate.
  
- 23 I re-evaluate the appropriateness of my teaching goals after each lesson.
- 7 I reflect on whether my teaching design is appropriate after each lesson.
- 38 I ask myself how well I have accomplished my teaching goals after each lesson.
- 15 I ask myself if I have considered other possible teaching methods after each lesson.
- 22 I reflect on the teaching effect after each lesson.
- 52 I reflect on whether my teaching performance is proper after each lesson.
- 40 I re-evaluate to what extent the teaching goals have been met after each lesson.
  
- 17 I know well about the concepts, principles and methods of the subject I teach.
- 18 I can quickly adjust my condition before I begin the lesson.
- 9 I know very well about why I have some certain advantages in teaching.
- 44 I am well aware of my weaknesses in teaching.
  
- 31 I prepare for the unexpected situations that may arise in the classroom.
- 30 I always set a specific teaching goal for each lesson.
- 29 I design the specific teaching program in advance for each lesson.
  
- 11 I pay attention to the changes of my emotion in class.
- 6 I check teaching progress periodically to figure out whether it meets my expectation.
- 4 I ask myself about how well I am doing while I am teaching.
- 14 I ask myself periodically if my teaching method is applicable while I am teaching.
- 36 I check regularly to what extent students comprehend the content while I am teaching.

The MAIT is a list of 24 statements. There are no right or wrong answers in this list of statements. It is simply a matter of what is true for you. Read every statement carefully and choose the one that best describes you. Thank you very much for your participation.

1= Strongly Disagree    2= Disagree    3= Neutral    4= Agree    5= Strongly Agree

1. I am aware of the strengths and weaknesses in my teaching.	1 2 3 4 5
2. I try to use teaching techniques that worked in the past.	1 2 3 4 5
3. I use my strengths to compensate for my weaknesses in my teaching.	1 2 3 4 5
4. I pace myself while I am teaching in order to have enough time.	1 2 3 4 5
5. I ask myself periodically if I meet my teaching goals while I am teaching.	1 2 3 4 5
6. I ask myself how well I have accomplished my teaching goals once I am finished.	1 2 3 4 5
7. I know what skills are most important in order to be a good teacher.	1 2 3 4 5
8. I have a specific reason for choosing each teaching technique I use in class.	1 2 3 4 5
9. I can motivate myself to teach when I really need to teach.	1 2 3 4 5
10. I set my specific teaching goals before I start teaching.	1 2 3 4 5
11. I find myself assessing how useful my teaching techniques are while I am teaching.	1 2 3 4 5
12. I ask myself if I could have used different techniques after each teaching experience.	1 2 3 4 5
13. I have control over how well I teach.	1 2 3 4 5

14. I am aware of what teaching techniques I use while I am teaching.	1 2 3 4 5
15. I use different teaching techniques depending on the situation.	1 2 3 4 5
16. I ask myself questions about the teaching materials I am going to use.	1 2 3 4 5
17. I check regularly to what extent my students comprehend the topic while I am teaching.	1 2 3 4 5
18. After teaching a point, I ask myself if I'd teach it more effectively next time.	1 2 3 4 5
19. I know what I am expected to teach.	1 2 3 4 5
20. I use helpful teaching techniques automatically.	1 2 3 4 5
21. I know when each teaching technique I use will be most effective.	1 2 3 4 5
22. I organize my time to best accomplish my teaching goals.	1 2 3 4 5
23. I ask myself questions about how well I am doing while I am teaching.	1 2 3 4 5
24. I ask myself if I have considered all possible techniques after teaching a point.	1 2 3 4 5



### 3

## MOTIVATE AND ENGAGE LEARNERS

Within a broad metacognitive perspective, metacognition involves not only cognitive, but also related emotional-motivational factors.

Recent studies have shown that more than any other professionals, elementary and high school teachers suffer from a lack of work motivation (Jesus & Lens, 2005).

Teachers' motivation appears crucial for optimal human functioning in the workplace because teachers who are highly motivated are more engaged in their work and more satisfied (Levesque, Blais, & Hess, 2004).

# MOTIVATED STRATEGIES FOR LEARNING QUESTIONNAIRE (MSLQ)

(Pintrich, & DeGroot, 1990)

## Motivated Strategies for Learning Questionnaire\*

Please rate the following items based on your behavior in this class. Your rating should be on a 7-point scale where **1= not at all true of me** to **7=very true of me**.

1. I prefer class work that is challenging so I can learn new things.
2. Compared with other students in this class I expect to do well
3. I am so nervous during a test that I cannot remember facts I have learned
4. It is important for me to learn what is being taught in this class
5. I like what I am learning in this class
6. I'm certain I can understand the ideas taught in this course
7. I think I will be able to use what I learn in this class in other classes
8. I expect to do very well in this class
9. Compared with others in this class, I think I'm a good student
10. I often choose paper topics I will learn something from even if they require more work
11. I am sure I can do an excellent job on the problems and tasks assigned for this class
12. I have an uneasy, upset feeling when I take a test
13. I think I will receive a good grade in this class
14. Even when I do poorly on a test I try to learn from my mistakes
15. I think that what I am learning in this class is useful for me to know
16. My study skills are excellent compared with others in this class
17. I think that what we are learning in this class is interesting
18. Compared with other students in this class I think I know a great deal about the subject
19. I know that I will be able to learn the material for this class
20. I worry a great deal about tests
21. Understanding this subject is important to me
22. When I take a test I think about how poorly I am doing
23. When I study for a test, I try to put together the information from class and from the book

24. When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly
25. I ask myself questions to make sure I know the material I have been studying
26. It is hard for me to decide what the main ideas are in what I read
27. When work is hard I either give up or study only the easy parts
28. When I study I put important ideas into my own words
29. I always try to understand what the teacher is saying even if it doesn't make sense.
30. When I study for a test I try to remember as many facts as I can
31. When studying, I copy my notes over to help me remember material
32. I work on practice exercises and answer end of chapter questions even when I don't have to
33. Even when study materials are dull and uninteresting, I keep working until I finish
34. When I study for a test I practice saying the important facts over and over to myself
35. Before I begin studying I think about the things I will need to do to learn
36. I use what I have learned from old homework assignments and the textbook to do new assignments
37. I often find that I have been reading for class but don't know what it is all about.
38. I find that when the teacher is talking I think of other things and don't really listen to what is being said
39. When I am studying a topic, I try to make everything fit together
40. When I'm reading I stop once in a while and go over what I have read
41. When I read materials for this class, I say the words over and over to myself to help me remember
42. I outline the chapters in my book to help me study
43. I work hard to get a good grade even when I don't like a class
44. When reading I try to connect the things I am reading about with what I already know.

**Work Tasks Motivation Scale for Teachers (WTMST)** developed by Fernet, Senécal, Guay, Marsh, & Dowson (2008).

The WTMST is designed to assess five motivational constructs.

The WTMST consist of 90 items (15 items × 6 tasks), each item rated on a 7-point scale ranging from 1 (does not correspond at all) to 7 (corresponds completely).

Motivational construct :

- ❖ Intrinsic Motivation;
- ❖ Identified Regulation;
- ❖ Introjected Regulation;

- ❖ External Regulation;

- ❖ Amotivation.

## **Work tasks:**

- ❖ class preparation;

- ❖ teaching;

- ❖ evaluation of students;

- ❖ class management;

- ❖ administrative tasks;

- ❖ complementary tasks.



# **The Work Task Motivation Scale for Teachers (WTMST)**

The 15 Items Assessing the Motivational Constructs for Each Task.

## **Intrinsic Motivation**

Because it is pleasant to carry out this task.

Because I find this task interesting to do.

Because I like doing this task.

## **External Regulation**

Because my work demands it.

Because the school obliges me to do it.

Because I'm paid to do it.

## **Identified Motivation**

Because it is important for me to carry out this task.

Because this task allows me to attain work objectives that I consider important.

Because I find this task important for the academic success of my students.

## **Introjected Regulation**

Because if I don't carry out this task, I will feel bad.

Because I would feel guilty not doing it.

To not feel bad if I don't do it.

## **Amotivation**

I don't know, I don't always see the relevance of carrying out this task.

I used to know why I was doing this task, but I don't see the reason anymore.

I don't know, sometimes I don't see its purpose.



## **BANDURA'S INSTRUMENT TEACHER SELF-EFFICACY SCALE**

This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinions about each of the statements below by circling the appropriate number. Your answers will be kept strictly confidential and will not be identified by name.

### **Efficacy to Influence Decision making**

How much can you influence the decisions that are made in the school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you express your views freely on important school matters?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

### **Efficacy to Influence School Resources**

How much can you do to get the instructional materials and equipment you need?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

### **Instructional Self-Efficacy**

How much can you do to influence the class sizes in your school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to get through to the most difficult students?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to promote learning when there is lack of support from the home?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to keep students on task on difficult assignments?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to increase students' memory of what they have been taught in previous lessons?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

## **Disciplinary Self-Efficacy**

How much can you do to get children to follow classroom rules?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to control disruptive behavior in the classroom?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to prevent problem behavior on the school grounds?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

## **Efficacy to Enlist Parental Involvement**

How much can you do to get parents to become involved in school activities?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you assist parents in helping their children do well in school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

## **Efficacy to Enlist Community Involvement**

How much can you do to get community groups involved in working with the schools?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to get churches involved in working with the school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to get businesses involved in working with the school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to get local colleges and universities involved in working with the school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

## **Efficacy to Create a Positive School Climate**

How much can you do to make the school a safe place?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to make students enjoy coming to school?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to get students to trust teachers?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

## Measure of Attributional Style (Kwon & Whisman, 1992),

Directions: Listed below are a number of different possible life situations. For each situation, imagine as vividly as you can that the situation has just occurred in your life. First, you will be asked to choose the most likely cause of the situation. Choose the most likely response, and do not mark more than one response for any question. Second, you will be asked to judge the likelihood of a possible consequence of the event.

You have recently noticed that you and your best friend are beginning to drift apart.

1. Which of the following is the MOST likely cause of this situation?
  - a) You tend to get wary when you get close to somebody.
  - b) It is common for friendships to fade with time.
  - c) You have been busy lately and you have had less time for your social life.
  - d) Your friend has been in a bad mood lately, which has led to some minor arguments.
  
2. What is the likelihood that this situation will lead to a breakup of your friendship?

a) Extremely likely	d) Somewhat unlikely
b) Very likely	e) Very unlikely
c) Somewhat likely	f) Extremely unlikely

You have recently been unable to complete all the work expected of you.

19. Which of the following is the MOST likely cause of this situation?
- a) You have not been in a very productive mood lately.
  - b) People often heap too much responsibility on others.
  - c) You tend to buckle when given too much responsibility.
  - d) You have been unfairly given more work than you can possibly handle.
20. What is the likelihood that this situation will lead to a major nuisance in your life?
- |                       |                     |
|-----------------------|---------------------|
| a) Extremely unlikely | d) Somewhat likely  |
| b) Very unlikely      | e) Very likely      |
| c) Somewhat unlikely  | f) Extremely likely |

You went out on a date and it went badly.

21. Which of the following is the MOST likely cause of this situation?
- a) You have had unusual difficulty in attracting dates lately and it affected your confidence.
  - b) Your date was a boring person.
  - c) It is difficult to understand how any two people could enjoy a first date.
  - d) You have always felt uncomfortable on dates.
22. What is the likelihood that this situation will have a devastating impact on your social life?
- |                     |                       |
|---------------------|-----------------------|
| a) Extremely likely | d) Somewhat unlikely  |
| b) Very likely      | e) Very unlikely      |
| c) Somewhat likely  | f) Extremely unlikely |

## The Epistemological Beliefs Questionnaire, Arredondo and Ruscinski (1996)

**Directions:** There are no right or wrong answers for the following items. We only want to know what you really believe. For each statement, indicate the degree to which you agree or disagree.

*1 = Strongly Disagree, 2 = Disagree, 3 = No Opinion, 4 = Agree, 5 = Strongly Agree*

Statement	1	2	3	4	5
1. If you are ever going to be able to understand something, it will make sense to you the first time you hear it.	1	2	3	4	5
2. The only thing that is certain is uncertainty itself.	1	2	3	4	5
3. For success in school, it's best not to ask too many questions.	1	2	3	4	5
4. A course in study skills would probably be valuable.	1	2	3	4	5
5. How much a person gets out of school mostly depends on the quality of the teacher.	1	2	3	4	5
6. You can believe almost everything you read.	1	2	3	4	5
7. I often wonder how much my school leaders really know.	1	2	3	4	5
8. The ability to learn is innate.	1	2	3	4	5
9. It is annoying to listen to a speaker who cannot seem to make up his/her mind as to what he/she really believes.	1	2	3	4	5
10. Successful students understand things quickly.	1	2	3	4	5
11. A good teacher's job is to keep his/her students from wandering from the right track.	1	2	3	4	5
12. If scientists try hard enough, they can find the truth to almost anything.	1	2	3	4	5
13. People who challenge authority are overconfident.	1	2	3	4	5
14. I try my best to combine information from several sources or even across classes.	1	2	3	4	5
15. The most successful people have discovered how to improve their ability to learn.	1	2	3	4	5
16. Things are simpler than most professors would have you believe.	1	2	3	4	5
17. The most important aspects of scientific work are precise measurement and careful work.	1	2	3	4	5
18. To me, studying means getting the big ideas from the text rather than details.	1	2	3	4	5
19. Educators should know by now which is the best method, lecture or small group discussions.	1	2	3	4	5





## INDIVIDUAL DIFFERENCES

### - A TEACHER'S QUESTIONNAIRE FOR INDIVIDUAL DIFFERENCES IN SOCIAL BEHAVIOUR

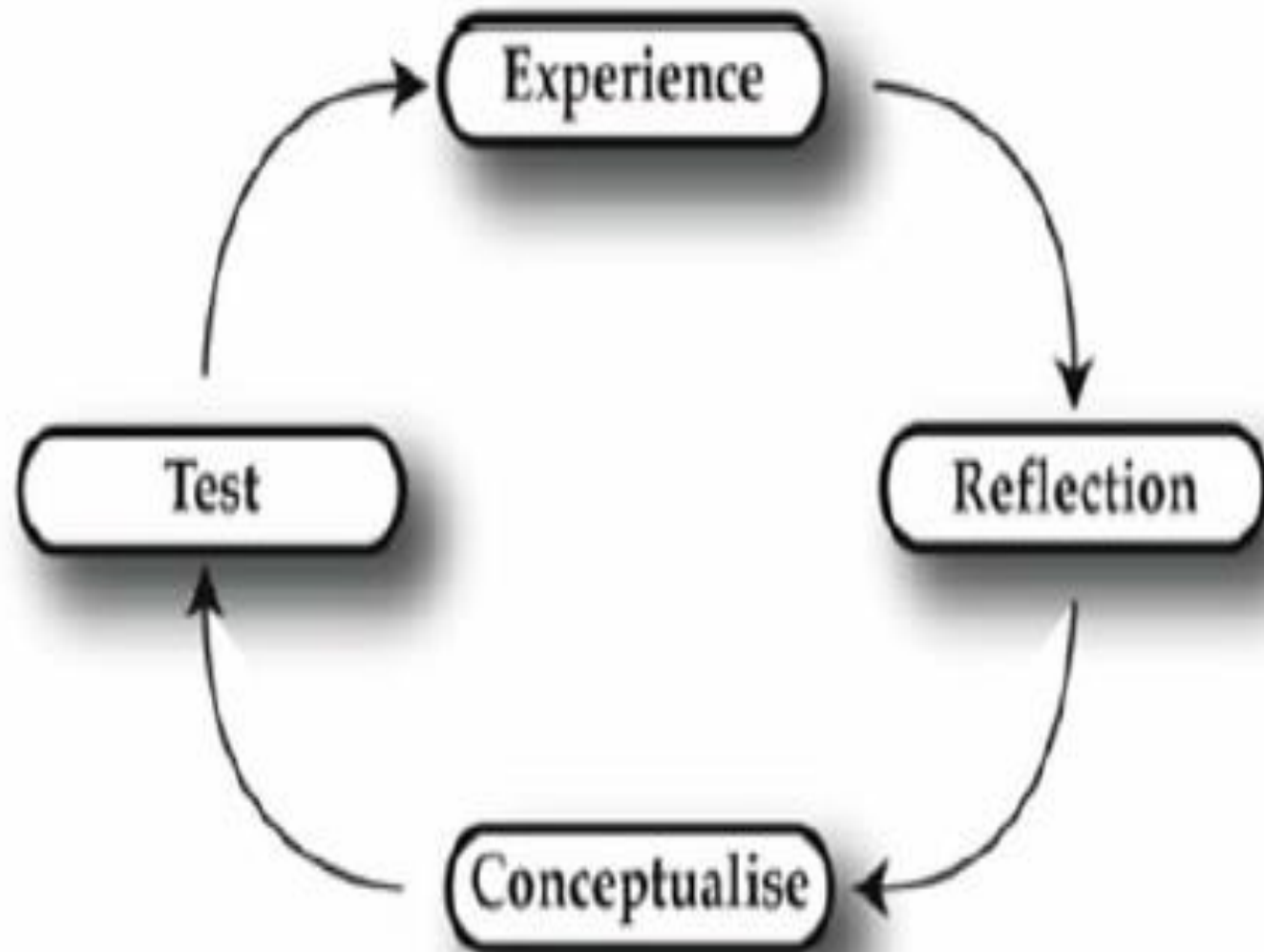
<https://doi.org/10.1111/j.1469-7610.1979.tb00515.x>

- One Style Does Not Fit All: Facilitating Cultural Differences in Teaching (Debra Sharon Ferdinand-James, 2009)
- THE APPLICATION OF DIFFERENT TEACHING STRATEGIES REFLECTIVE OF INDIVIDUAL STUDENTS' LEARNING MODALITIES IN THE UNIVERSITY FLUTE STUDIO CLASS (Nicole L. Molumby, M.Mus, 2004)
- The Role of Individual Differences in Learning (Péter Tóth, 2014)

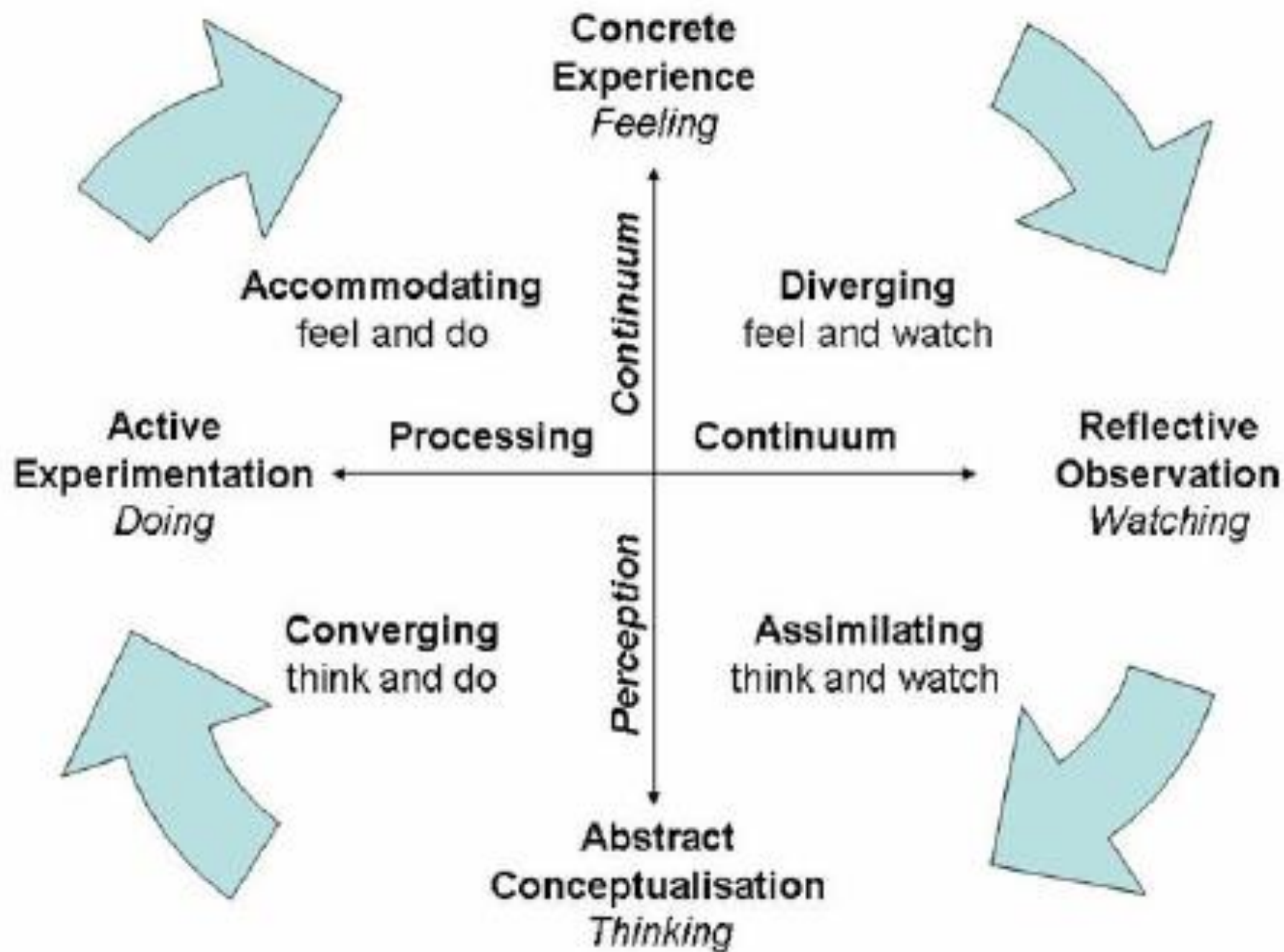
# Thinking Style Dimensions and Subscales in the Thinking Styles Inventory

Dimension	Subscale	Characteristics	Sample Item
Function	Legislative	Enjoys creating his or her own rules for doing things; prefers to decide for him- or herself what things to do and how to do them	I like problems where I can try my own way of solving them.
	Executive	Prefers to follow established rules; values problems that are prestructured	I like to follow definite rules or directions when solving problem or doing a task.
	Judicial	Favors analyzing and evaluating existing rules and procedures and critiquing the work of others	I enjoy work that involves analyzing, grading, or comparing things.
Form	Monarchic	"Single minded and driven"; focuses exclusively on tasks or activities of interest.	When talking or writing about ideas, I stick to one main idea.
	Oligarchic	Has the tendency to be driven simultaneously by several goals of seemingly equal importance; difficulty managing conflicting demands	Usually when working on a project, I tend to view almost all aspects of it as equally important
	Hierarchic	Able to prioritize among goals; recognizes the need to view problems from a number of angles as a means of setting priorities	When there are many things to do, I have a clear sense of the order in which to do them.
	Anarchic	Takes a random approach to problems; resists the confinement of rigid systems	I can switch from one task to another easily because all tasks seem to me to be equally important.
Level	Local	Enjoys working with concrete problems; tends to orient toward details	I like problems where I need to pay attention to details.
	Global	Prefers to deal with large and abstract issues rather than details	I like situations where I can focus on general issues rather than on specifics.
Scope	Internal	Focuses on internal matters; more introverted and task oriented	I like to work alone on a task or a problem.
	External	Enjoys working with other people; tends to be outgoing	I like to participate in activities where I can interact with others as a part of a team.
Leaning	Liberal	Seeks opportunities to "go beyond existing rules" and to create change	I like to change routines in order to improve the way tasks are done.
	Conservative	Prefers to follow existing rules and avoid unfamiliar situations	I stick to standard rules or ways of doing things.

Thinking Style	Items
<i>Global</i>	<ol style="list-style-type: none"> <li>1. I tend to pay little attention to details.</li> <li>2. I care more about the general effect than about the details of a task have to do.</li> <li>3. When working on a task, I can see how the parts relate to the overall goal of the task.</li> <li>4. I tend to emphasize the general aspect of issues or the overall effect of a project.</li> <li>5. I like working on projects that deal with general issues and not with nitty-gritty details.</li> <li>6. In talking or writing down ideas, I like to show the scope and context of my ideas, that is, the general picture.</li> </ol>
<i>Local</i>	<ol style="list-style-type: none"> <li>1. I prefer to deal with specific problems rather than with general questions.</li> <li>2. In discussing or writing on a topic, I think that the details and facts are more important than the overall picture.</li> <li>3. I like to collect detailed or specific information for projects on which I work.</li> <li>4. I like problems where I need to pay attention to details.</li> <li>5. I pay more attention to parts of a task than to its overall effect or significance.</li> </ol>
<i>External</i>	<ol style="list-style-type: none"> <li>1. When starting a task, I like to brainstorm ideas with friends or peers.</li> <li>2. I tend to pay little attention to details.</li> <li>3. I prefer to work on project or task that is acceptable to and approved by peers.</li> <li>4. When there are several important things to do, I do those most important to me and to my colleagues.</li> <li>5. I like to participate in activities where I can interact with others as part of a team.</li> <li>6. When working on a project, I like to share ideas and get input from other people.</li> <li>7. When there are several important things to do, I pick the ones most important to my friends and colleagues.</li> </ol>







# Kolb Learning Styles Inventory

Name: \_\_\_\_\_

## How you think and learn at this moment in this context

Look at each "batch" of four statements and decide which your preferred thinking/learning style is.

**Give 4 marks to the one that best matches you**

**3 marks to the second best,**

**2 marks to the third best**

**1 mark to the least like you (in most situations)**

	A	B	C	D
1	I like to get involved	I like to take my time before acting	I am particular about what I like	I like things to be useful
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	I like to try things out	I like to analyse things and break them into parts	I am open to new experiences	I like to look at all sides of issues
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	I like to watch	I like to follow my feelings	I like to be doing things	I like to think about things
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	I accept people and situations as they are	I like to be aware of what is around me	I like to evaluate	I like to take risks
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	I have gut feelings and hunches	I have a lot of questions	I think and work very logically	I am hardworking and get things done
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	I like concrete things that I can see, feel, touch or smell	I like to be active	I like to observe	I like ideas and theories
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	I prefer learning in the here and now	I like to consider and reflect on things	I like to think about the future	I like to see the results of my work
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	I have to try things out for myself	I rely on my own ideas	I rely on my own observations	I rely on my feelings
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



## Kolb's Learning Style Questionnaire

**Instructions:** It will take 30-45 minutes to complete the Learning Style Inventory and develop your Learning Style Profiles. As you complete the Learning Style Inventory remember that there are no right or wrong answers. The Inventory gives you an idea of *how* you learn; it does not evaluate your learning ability.

- Rank order each set of four words (going across) in the 10 items listed below. Assign a 4 to the word which *best* characterizes your learning style, a 3 to the next best, a 2 to the next, and a 1 to the *least* characteristic word. Assign a different number to each of the four words. *Do not make ties.*

- |                                  |                   |                         |                       |
|----------------------------------|-------------------|-------------------------|-----------------------|
| 1. _____ involved                | _____ tentative   | _____ discriminating    | _____ practical       |
| 2. _____ receptive               | _____ impartial   | _____ analytical        | _____ relevant        |
| 3. _____ feeling                 | _____ watching    | _____ thinking          | _____ doing           |
| 4. _____ accepting               | _____ aware       | _____ evaluating        | _____ risk-taker      |
| 5. _____ intuitive               | _____ questioning | _____ logical           | _____ productive      |
| 6. _____ concrete                | _____ observing   | _____ abstract          | _____ active          |
| 7. _____ present-oriented        | _____ reflecting  | _____ future-oriented   | _____ practical       |
| 8. _____ open to new experiences | _____ perceptive  | _____ intelligent       | _____ competent       |
| 9. _____ experience              | _____ observation | _____ conceptualization | _____ experimentation |
| 10. _____ intense                | _____ reserve     | _____ rational          | _____ responsible     |

(for  
scoring  
only)

\_\_\_\_\_ (CE)

\_\_\_\_\_ (RO)

\_\_\_\_\_ (AC)

\_\_\_\_\_ (AE)

