**TASK: TEACHING PERSPECTIVES INVENTORY**

**Part #1: Please Complete the TPI and Bring A Printout of Your Results to the Next Class**

Please go to the Teaching Perspectives Inventory website (www.teachingperspective.com) and complete the online survey.

Upon completion of the survey your results will displayed immediately on your screen or device. You will also be sent an email with a URL address where you can access your results and print them out at a later date.

Please bring a printout of your TPI results to the next class. (The printout doesn't have to be in colour).

**Part #2. Please Read the TPI Summaries Below for The Next Class**

Please read the following explanations for each of the five perspectives. Then, in your own words, create a single sentence for each perspective that captures the most salient feature of that perspective for you.

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**A TRANSMISSION or EXPOSITORY PERSPECTIVE:** Effective teaching requires a substantial commitment to the content or subject matter. Good teachers have mastery of their subject matter or content. It is a teacher's primary responsibility to represent the content accurately and efficiently for the learners. It is the learner's responsibility to learn that content in its authorized or legitimate forms. Good teachers take learners systematically through sets of tasks that lead to content mastery. Such teachers provide clear objectives, adjust the pace of teaching, make efficient use of class time, clarify misunderstandings, answer questions, provide timely feedback, correct errors, provide reviews, summarize what has been presented, direct students to appropriate resources, set high standards for achievement, and develop objective means of assessing learning. Good teachers are enthusiastic about their content and convey that enthusiasm to their students, and for many learners, they are memorable presenters of their content.

**AN APPRENTICESHIP PERSPECTIVE:** Effective teaching is the process of enculturating students into a set of social norms and ways of working. Good teachers are highly skilled at what they teach. Whether in classrooms or in practice settings (e.g., labs, workshops, kitchens, etc.), they are recognized for their expertise. Teachers must reveal the
inner workings of skilled performance and must now translate it into accessible language and
an ordered set of tasks. Learning tasks usually proceed from simple to complex, allowing for
different points of observation and entry depending upon the learner's capability. Good
teachers know what their learners can do on their own and what they can do with guidance
and direction; namely, engaging learners' within their 'zone of proximal development'. As
learners mature and become more competent, the teacher's role changes and, over time,
teachers offer less direction and give more responsibility to the students as they progress
from dependent learners to more independent practitioners.

A DEVELOPMENTAL PERSPECTIVE: Effective teaching must be planned and
conducted “from the learner’s point of view.” Good teachers must understand how their
learners think and reason about the content. The primary goal is to help learners develop
increasingly complex and sophisticated cognitive structures for comprehending the content.
The key to changing those structures lies in a combination of two pedagogical approaches:
(a) effective questioning that challenges learners to move from relatively simple to more
complex forms of thinking, and (b) ‘bridging knowledge’ which provides examples that are
meaningful to the learner. Questions, problems, cases, and examples that form the bridges
(i.e., scaffolding) transport learners from simple ways of thinking and reasoning to new, more
complex and sophisticated forms of reflection and problem solving. Good teachers work hard
to adapt their knowledge to each learner's level of understanding and ways of thinking.

A NURTURING PERSPECTIVE: Effective teaching assumes that long-term, hard,
persistent effort to achieve comes from the heart as well as the head. People are
motivated and are productive learners when they are working on issues or problems without
fear of failure. Learners are nurtured by knowing that (a) that they can succeed at learning if
they give it a good try; (b) that their achievement is a product of their own effort and ability,
rather than the benevolence of a teacher; and (c) that their efforts to learn will be supported
by their teacher and their peers. The more pressure to achieve, and the more difficult the
material, the more important it is that there be such support for learning. Good teachers
promote a climate of care and trust, helping students to set challenging but achievable goals,
and providing encouragement and support along with clear expectations for all learners. They
do not sacrifice self-efficacy or self-esteem for achievement. Therefore, the assessment
considers individual growth or progress as well as absolute achievement.

A SOCIAL REFORM PERSPECTIVE: Effective teaching seeks to change society in
substantive ways. From this point of view, the object of teaching is the collective good
rather than just individual advancement. Good teachers awaken students to the values and
ideologies that are embedded in texts and common practices within their discipline and that
impact society in particular ways. Good teachers challenge the status quo and encourage
students to consider, for example, how learners are positioned and constructed in particular
discourses and practices. To do so, these texts and practices are deconstructed for the ways
in which they reproduce and maintain particular conditions in society. While mastery of
knowledge is important, class discussion focuses more on how the knowledge is created, by
whom, and for what purpose. Texts and practices are interrogated for: what is said or done
and for what is not said or not done; what is included and what is excluded; who is
represented and who is omitted from dominant discourses or practices. Students are
encouraged to take a critical stance to give them power to take action to improve their own
lives and that of others.