

## How Collaborative Is Your Classroom?

On a scale of 1 - 5, rank where your classroom fits by applying the indicators below. Add up the sum of your rankings, and see where you fit in the grid at the end of the questionnaire.

Please note that the purpose of this continuum is simply to generate increased awareness of one's teaching style—it is not to imply that one style is better than another.

1	2	3	4	5
Students listen, observe and take notes.			Students actively solve problems and contribute to discussions.	
1	2	3	4	5
Often students are not expected to prepare much for class.			Students must be prepared to actively contribute and as a result there are high expectations for preparation.	
1	2	3	4	5
Students may remain anonymous in the class without having to communicate with anyone.			Students must participate in a very public forum.	
1	2	3	4	5
Students take few risks.			Students must take risks.	
1	2	3	4	5
Attendance is determined by individual choice.			Attendance is mandated by membership in the group.	
1	2	3	4	5
Competition is the focus.			Students collaborate.	
1	2	3	4	5
Students learn independently.			Students learn interdependently.	
1	2	3	4	5
Students determine their own responsibilities.			Responsibilities are determined by the membership in a community.	
1	2	3	4	5
Students identify who they are by what they can achieve by themselves.			Identity is determined through membership in a group.	
1	2	3	4	5
The primary sources of knowledge are the teacher and the textbook.			In addition to the textbook and the teacher, students see themselves and their peers as sources of information and knowledge.	
1	2	3	4	5
Students' efforts focus on reaching external objectives.			Students focus on relevant, complex, meaningful and authentic problems.	

1	2	3	4	5
Teaching is built on a foundation of basic knowledge.			The learner assesses the whole and utilizes personal knowledge and experience to experiment, interpret and manipulate, modify, test and revise variables of the problem.	

1	2	3	4	5
Knowledge is structured as it is taught.			Skills such as problem-solving are learned in context.	

e.g. the skills of problem-solving

1	2	3	4	5
Content is most important.			The process of thinking is the most important.	

1	2	3	4	5
Students master knowledge through drill and practice.			Students evaluate, decide and are responsible for their own learning.	

1	2	3	4	5
Content to be learned can be decontextualized.			Content is learned in context.	

1	2	3	4	5
Someone other than the student is responsible for student learning.			Students are responsible for their own learning and constantly self-evaluate.	

**Calculate your total number of points:**

**Consider to what extent you agree with the corresponding general teacher profiles below!**

Over 70 =	You are most comfortable working within a collaborative classroom, where the teacher's role is that of "the guide on the side," facilitating, rather than directing, learning within a more open-ended learning environment.
53-70 =	You are comfortable working within both traditional and less traditional learning environments. You recognize the potential within student-directed learning, you try to empower students in their endeavours, although you also see a place for more traditional teacher-directed instruction.
35-52 =	You are comfortable working within both traditional and less traditional learning environments. Although you recognize the potential within student-directed learning, you are not ready to let go of your role in the class as the resident "expert."
17-34 =	You are most comfortable working within a more traditional, "directed environment," where the teacher's role is that of "the sage on the stage."

**Sources:**

Marcum Gerlach, Jeanne. "Is this collaboration?" *New Directions for Teaching and Learning*, v. 59, Fall 1994, 5-14.

Hannafin, Michael J.; Hill, Janette R.; Land, Susan M. "Student-centered learning and interactive multimedia: Status, issues, and implication." *Contemporary Education*, v. 68, n.2, Winter 1997, 94-99.